"Internet + Community" ------ Research on the Mode of Values Education in Colleges under the Complete Credit System

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ABSTRACT
After the implementation of complete credit system, colleges gradually lead the class students to individualization, which is consistent with the characteristics of individualization in the Internet age. And the trend of "Internet community" constructed by Internet, from the earlier micro-blog to the current WeChat group or Moments, also provides us with new ideas on how to carry out values education for "individualized" college students under the complete credit system. The promotion of complete credit system in colleges and the trend of the "Internet community" enable colleges to effectively carry out values education of college students through a new way. Hence, colleges should, on one hand, pay more attention to the implicit education, understand and master the dissemination rules of the network platform, as well as utilize the new carrier of values education innovatively. On the other hand, colleges are also encouraged to construct the "Internet community" type education mode from the three dimensions of perfecting the community structure, adjusting the group mentality and emphasizing the guidance of public opinion.

Keywords: Internet community, complete credit system, college education mode

INTRODUCTION

Nowadays, more and more university implement the complete credit system one after another, which is a fundamental reform of the education and teaching system, as well as an educational management system corresponding to the popularization of higher education. Complete credit system implements the course selection system and flexible school system, so as to emphasize the individual development. It can both endow students with great autonomy, and has far-reaching significance for the cultivation of students' talents. But meanwhile, it breaks the "class" in space and the "term" in time formed by the original school-year (credit) system, which brings new challenges to the traditional teaching and linear management mode relying on colleges, departments and classes.

At the same time, online education has become an important aspect of college students' education. According to *Media • Consumption: 2014 Survey Report on Chinese College Students*, 97% of college students use smart phones, among which 84.9% use WeChat and 60.7% use Weibo. Further, more than 90% of college students use the Internet for more than 2 hours every day. Thus it can be seen that the Internet has become a significant part of college students' life.

Then, what are the characteristics of college students' online activities? A research conducted by Yanping Hu reveals that the network is evolving towards the direction of social network.

While the content data generated by users has accounted for more than half of the total, in fact, the whole Chinese Internet has been community-oriented (Yanping Hu, 2011). The network behavior of college students is a complex and overlapping communication mode of mass communication and interpersonal communication, in which people can interact socially rather than just exchange information. The network shapes a new behavior scene, and thus leads to the emergence of a variety of new social behaviors.

After the implementation of the complete credit system, students in "class" are gradually being assigned to individualization, which is consistent with the characteristics of individualization in the Internet age. And the trend of "Internet community" constructed by the Internet, from the earlier micro-blog to the current WeChat group or Moments, also provides us with new ideas on how to carry out values education for "individualized" college students under the complete credit system.

In general, it is a new research field to study the values education mode of college students from the theoretical approach of "Internet community". Under the background of the current complete credit system, this research project attempts to explore the new mode of values education, and find ways to integrate "Internet" new media and "community", in order to solve the new dilemma of values education for college students. And this will have certain academic value and strong application value.

LITERATURE REVIEW

The concept of "Internet community" was first proposed by Howard Rheold in his book *The Virtual Community: Homesteading on the Electronic Frontier* in 1993. He believes that the Internet community " is a social group, which is the social aggregation generated by the long-term interaction and communication between enough people, emotions and interpersonal relationships in the virtual space of the Internet". After the concept is introduced into the Chinese, there are two tendencies to interpret it. One is to regard the Internet community as the aggregation of virtual people relative to the real social subjects; the other is to define the Internet community as the network virtual space itself relative to the real physical space. These understanding of the Internet community as a concept relative to the real society can easily lead to the binary opposition between online (Internet community) and offline (real space). In fact, the two items can be connected. Hua Zhang(2014) pointed out that the Internet community refers that the group organization mode based on blood ties, geography and karmic connection has been broken through due to Internet technology, that is, the limitation of certain physical space and acquaintance circle has been broken. As a result, the fixed location of community space has been changed into a relational space, making it possible for people with similar interest and values to gather in cyberspace.

When speaking of the formation of the "Internet community", the following five factors must be met: (1) Certain community space;(2) Certain community hardware and activity equipment;(3) Certain number of people (community users);(4) Community activities of a certain type and (5) Community culture of a certain characteristic (commonly recognized values) and rules. So how does a community engage people? On the basis of the framework of functionalism theory, the analysis of the four motivational functions divided by Katz typology (Katz, D., 1960) shows that people have four main motivational tendencies to participate in the "Internet community", including: (1) Utilitarianism, for monetary or other material rewards;(2) Knowledge function, for understanding of society and specific topics, and finally better understanding of oneself;(3) Value expression, for the display of self-concept and value, and improvement of self-satisfaction;(4) Self-defense, for the reduction of self-doubt and construction of a sense of belonging to the community.

In aspect of the "Internet community", Fei Ding(2010) argues that Internet users utilize network behavior like links, references, and increasing friends to form a relatively fixed network of relationship, such as a network of temporary opinion interaction formed by discussion or debate on a certain topic, or a network community formed by users with common social attributes or preferences through groups, alliances and other virtual organizations. And this makes the interpersonal interaction in the "Internet community" present the following characteristics :(1) The coexistence of publicity and concealment;(2) Equal opportunities for all members to express themselves;(3) Lack of nonverbal communication (such as body language);(4) Construction of a sense of belonging across time and space;(5) Interpersonal relationships dominated by weak relationships.

Based on the characteristics of the "Internet community" and its interpersonal network, this research tend to focus on (1) what is the formation mechanism of "Internet community"?(2) how to construct an effective "Internet community" model of student management and education in Chinese universities with complete credit system? And what are the specific methods and strategies?

METHODOLOGY

This study adopted literature research and survey research. When exploring the formation mechanism of the "Internet community", literature research method is used to analyze, sort out and study relevant literatures on the "Internet community" as well as online education mode in recent years. Furthermore, through conducting interviews with relevant managers, and proposing specific methods and strategies on this basis, this paper focuses on the research on the education management practices of community colleges and academy system in several Chinese universities. So that it will be clearer to know how to construct an effective "Internet community" student management and education mode in Chinese universities that implement the complete credit system.

FINDINGS

The Formation Mechanism of the "Internet Community"

Through referring to the relevant literature of "Internet community" and investigating the specific practice of a community college of a university in China, the research finds that the formation and operation of an "Internet community" will go through the following stages :(1) Community creation;(2) Establishment of community values and trust, with members' identification with their community identity;(3) Decentralization;(4) Dominant self-growth.

Among these, the first step is to create a community. It is necessary to define the community structure and positioning, by attracting and acquiring initial users with the help of offline or online sites such as Wechat, Weibo or QQ groups. The second and also most critical step is that the members of the community can recognize their identity in the community and thus identify themselves, which is the key to the stability of the "Internet community". According to social identity theory, social relations are an important part of self-concept. People feel better when they find that they belong to a better group than other groups. In this group, even insignificant connections with others exert a powerful influence on individuals' self-perception. Therefore, individuals' self-identification is related to the group they belong to, and when people identify themselves as part of a group, they behave differently from individuals. As a new form of organization, "Internet community" also takes interest, viewpoint, emotion and value as common norms and links, which are mutually conditioned with community communication (Hua Zhang, 2015). And during this process, some colleges have established distinctive community college culture by virtue of Chinese traditional culture.

With the stabilization of "Internet community", the community will also begin to be decentralized. With the cultivation of community followers, the original single center will be developed to multi-center, and the relationship among users within the community will be guided to establish, while the diversified relationship chain within the community will also be established. In this way, the leading self-growth of the community will finally be realized.

Building an "Internet Community" Model of Student Education

Through the investigation of several universities in China, it is found that, for the traditional values education, it emphasizes explicit education and ignores implicit education. Especially in the context of the complete credit system, it is difficult for students to have a deep understanding and strong sense of identity of values guidance carried out by colleges if they only rely on the general traditional propaganda means. The promotion of complete credit system in colleges and the trend of the "Internet community" provide new ideas for colleges to effectively carry out values education of college students. As a result, some colleges in China have also put it into practice and made some achievements in educating students.

Understanding and Mastering the Dissemination Rules of Network Platforms

Based on the different characteristics of network platforms of Weibo and WeChat, the dissemination rules of Weibo are more dependent on topic force and node effect. "Hot topics" and influential Weibo opinion leaders will dominate the evolution of Weibo public opinions. Therefore, most universities choose to adopt the way of creating Weibo opinion leaders. For example, Weibo user "Le Yun", an associate professor at Guangdong University of Technology, has more than 100,000 followers on Weibo, and has been actively speaking and exerting influence on some public topics involving Guangdong University of Technology. Different from Weibo, WeChat pay more attention to sociability. Taking its technical setting as example, a user's Moments are not entirely visible for other users, which build up a certain technical division in the sharing of information, including ideas. Compared with the "blowout" type of public opinion on Weibo, WeChat is more easily presented as "whispering" type, thus forming the so-called "latent public opinion". On the other hand, WeChat communication realizes the interconnection of different "circles" through its social relationship network by means of the forwarding and sharing of acquaintance circle, hence presenting exponential explosive growth and causing the "blowout" of public opinion in a short time, which also needs our attention.

New Carrier of Innovation Education
Building up Virtual Class Community
Network technology can be used to build up virtual class community, so as to extend the traditional class management work, while the carrier of the community can be the class website, class QQ group, class WeChat group and class WeChat public account. Because the network breaks through time and space limitation, it overcomes the problem of students' different time and space. Virtual class community needs to set several responsible students as a team for operation. On one hand, it is able to provide a number of practical service functions, such as learning guidance, employment services, life navigation and test BBS, etc., so that community activities as well as the interaction between students in the community can be enriched; On the other hand, it can take the responsibilities of paying attention to the class community maintenance, and guiding the trend of public opinion.

Forging Student Apartment Communities
Centering on the needs of students' living, learning and activities in the apartment community, schools should integrate available resources, with cultural activities as the carrier, to conduct all kinds of student apartment culture activities, such as orienteering, dormitory talent competition and psychological group guidance, etc. In this way, the values education can be

integrated into these activities to strengthen the education of students, while creating atmosphere of the student apartment community.

Strengthening the Construction of Student Associations

College student associations are mass organizations in which students conduct self-education, self-management and self-service, as well as an important way of organizing and mobilizing effective values education. Colleges should pay attention to the construction of community organizations and quality training bases for college students to build influential and attractive community organizations. In addition, actions can be taken by encouraging student associations to carry out healthy activities, such as theoretical study, cultural technology and volunteer service, so as to enhance the vitality of the associations. What's more, integrating values education into students' cultural life, will make it more acceptable for students to accept.

Establishing Student Information Interactive Platform

In the context of the complete credit system, the original information dissemination function of class has been weakened, hence colleges need to promote the construction of informatization. To be more concrete, school students' information interaction platform, including open online campus information platform, student email or mobile information platform, platform of public information column published regularly, can be established for more efficient and targeted information, so as to carry out student management and education work with the help of this platform..

Constructing the "Internet Community" Mode of Values Education

Colleges can build an "Internet community" mode of values education from the three dimensions of perfecting community structure, adjusting group mentality and focusing on public opinion guidance:

Perfecting Community Structure

To form an "Internet community" mode of values education, first of all, several communities should be built, including online WeChat group, virtual class and other online and offline communities, which is the foundation. A complete community structure is consist of: certain community space, certain community hardware and activity equipment, a certain number of people (community users), community activities of a certain type and community culture of a certain characteristic (commonly recognized values) and rules.

In aspect of the construction of offline communities, colleges need to plan certain community space, which can make use of and activate existing student activity space, including work-study entity, student innovation and entrepreneurship center, dormitory culture room, student activity center and other places that already have certain hardware and activity equipment as the basis. According to people's motivation to participate in the "Internet community", colleges should emphasize the function of education and service when building online and offline communities. In order to build the community into a platform for improving students' comprehensive ability, several learning support centers (online or offline) can be established in the community, and students with excellent performance in the community can be recruited as learning guidance volunteers to carry out basic course consultation and extracurricular learning salons. With the help of recruiting senior undergraduate students in the community, developing the "Leading Life" teacher guidance program and improving the mentor system as well as guidance system in the community, students' utilitarian needs and knowledge acquisition needs are allow to be satisfied when students participate in the community, which can not only promote the growth and talent of students but also improve the attraction and cohesion of the community. In addition, different communities need to be given different

cultural themes to form community culture, so as to strengthen the sense of identity of the community members. For example, Shantou University succeeded in absorbing traditional Chinese culture, hence endowing each academy with cultural value and significance. It also carries out relevant cultural activities so as to form unique academy cultural characteristics.

Adjusting Group Mentality

Nowadays, it is revealed that the society has showed some worrisome characteristics, such as the expansion and solidification of social distrust, low tipping point of social emotion, etc. These social mentalities have a profound impact on college students, and are the deep-seated reasons for college students' indifference to collective consciousness, as well as their impulsiveness and irrationality on the Internet. To strengthen the adjustment of the college students' group psychology, colleges, on one hand, are required to be integrated with professional class education. After enhancing perception of social framework by colleges, students are able to look at social problems beyond simple moral judgment, to recognize the complexity of Chinese social reality, to analyze problems with more comprehensively and deeply concept of rational thinking. On the other hand, colleges should take the responsibilities of regularly carrying out related psychological activities, such as college students' psychological activity month, group psychological counseling, etc., to guide college students to adjust negative emotions in time and cultivate healthy psychology.

Focusing on Public Opinion Guidance

To build an "Internet community" values education, the guidance of public opinion on the Internet is one of the key matter that need to be paid attention to: firstly, in terms of educational content, values education knowledge can be set as a reasonable topic combining with social hot spots, so as to guide college students to involve in a rational discussion in which students could understand, accept and recognize these knowledge. Colleges are encouraged to make use of online communities, such as Wechat official account, website and other forms to set discussion topics of national policies, mainstream values, etc., through professional and rational reports, photos or passage. Being guided to conduct continuous discussion and dialogue around these topics by above method, college students are more likely to build consensus.

Secondly, in education and publicity, it is suggested to use diversified public discourse and strengthen the "complex cognitive framework" during the guidance of public opinion. In the past, when conducting public opinion guidance, people mostly adopted the strategy of "positive publicity" and carried out typical reports and positive reports by means of selectivity, repetition and prominence. The effectiveness of this traditional propaganda, with the increasing awareness of college students' autonomy, is declining. Therefore, colleges should try more diversified and effective public discourse when conducting public opinion guidance.

Thirdly, in aspect of the cultivation of students, colleges should absorb opinion leaders from college students, guiding responsible expression and forming rational interaction of views. Colleges can set up network commentators, network civilization volunteers and other expression groups among students, and invite those opinion leaders into these groups to contribute "mainstream comments" on public topics.

DISCUSSION AND IMPLICATIONS

Previous studies on the values education of college students in China have only focused on one aspect, "community system" or the network approach of new media; they rarely combined the two for observation. But this thesis, by studying the formation mechanism of the "Internet community", proposes that Chinese colleges should pay more attention to implicit education,

understand and grasp the communication rules of network platform, use new carriers of education innovatively, and construct the "Internet community" type education mode from the three dimensions of perfecting community structure, adjusting group mentality and focusing on public opinion guidance. This education model is based on the specific practical experience that some universities have implemented and achieved certain results. Through theoretical generalization, the rules are summarized, which can be popularized in other universities in China. This makes the research results of this paper have certain theoretical value and practical application value.

However, the biggest characteristic of the Internet is its fast update speed. Serving as a carrier of the Internet media, Internet especially will be updated within a certain amount of time. As a result, community relations characteristic based on the Internet are also in constant change. Under this condition, how to deal with this kind of change, and adjust to the "Internet community" education, or how to establish the dynamic education pattern to accommodate the characteristics of the Internet, is the next step this research can continue to explore.

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Notes