



# Research on the Mode of College Students' Community Consciousness in the Omnimedia Era Based on Fuzzy and Hierarchy Analysis

Wentao Yin<sup>(✉)</sup>

Xi'an Fan Yi University, Shaanxi, China

276797668@qq.com

**Abstract.** As a comprehensive, dynamic, and open field, omnimedia is diversify and interactive, which has a multi-faceted impact on college students' sense of community. Through questionnaires and online interviews with students from many colleges and universities, it is found that college students generally have high Internet literacy. However, we still face the issue of Internet entertaining and lack of community awareness. Through factor analysis, the content of network community consciousness is quantified. In the era of omnimedia, we should guide college students with core values, lead the shaping of ideas, strengthen their faith life, and shape the community consciousness. In this way, the self-realization of college students' Internet life can be achieved. The fuzzy and hierarchy analysis for demonstration is used to propose the evaluation index and implementation process for network community consciousness.

**Keywords:** omnimedia · college student · community consciousness · factor analysis · fuzzy and hierarchy analysis

## 1 Introduction

With the continuous development of mobile communication, mobile TV, and new media, the original information dissemination and state have been changed, and omnimedia has become the main source of information for college students. The complexity of information is a distinctive feature of all media. The diversified information contains different value orientations. The community consciousness of college students has encountered unprecedented new opportunities and challenges. Starting from the characteristics of omnimedia, innovating the establishment of community consciousness among college students is an important topic for strengthening the education of college students' values.

Through factor analysis, the specific content of the network community consciousness is quantified and summarized. The fuzzy and hierarchy analysis is used to grade the effect of community construction. The evaluation index system in this study is composed of objective, criterion and index layers. The specific evaluation indexes are determined from five aspects: common values, common sense of social responsibility, common sense of cultural & self-confidence, common identity, and common morality, as shown in Fig. 1.

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**Table 1.** Statistics of students participating in the survey

Category	Gender	Student Quantity	Percentage
Gender	Male	614	60.6
	Female	399	39.4
Urban/Rural	City	591	58.3
	Rural	422	41.7
Grade	One	311	30.7
	Two	562	55.5
	Three	140	13.8
Major	Literature & History	342	33.8
	Science & Engineering	671	66.2

In this study, students from many colleges and universities in more than 30 majors of 10 categories were selected to investigate the current situation of labor education, especially the key research of logistics, auto repair, e-commerce, education, foreign languages and other related majors. Questionnaire survey and in-depth interview were adopted in this study. A total of 1100 questionnaires were distributed and 1013 valid questionnaires were collected, with an effective rate of 92.09%. The basic information of this questionnaire is shown in Table 1.

Statistical method of the questionnaires:

Use self-developed questionnaires in strict accordance with the program, technical requirements and specifications required for questionnaires. All the data are conducted and analyzed on SPSS2.0. Use split-half reliability for project screening and therefore generate the Questionnaire on College Students' Network and Community Consciousness, covering 15 closed projects. The questionnaire uses a four-point, topic-based scale to score the situation of college students' network and community consciousness in turn.

Data processing tools:

All data were analyzed using SPSS2.0 statistical software. One-way ANOVA and correlation analysis were mainly used. Factor analysis was used to evaluate the effectiveness of the network community consciousness approach.

## 2 Concept of Network Community Consciousness in the Omnimedia Era

Omnimedia originated from a housekeeping company called Martha Stewart Living Omnimedia in the United States. The "omni" of "omnimedia" includes newspapers, magazines, radio, television, audio-video, movies, publication, networks, telecommunications, satellite communications, and more, which covers all the human senses for receiving audiovisual, image, tactile information. In addition, omnimedia chooses the most suitable media forms and channels for different needs of the audience. With such

deep integration, it can provide ultra-segmented services, fully cover audience needs, and therefore achieve the best communication effect.

Network community, as the name suggests, refers to the “community” of “network” and “netizens”. It is a kind of “group” or “organization” formed by netizens on the Internet based on their subjective or objective common characteristics [1]. In the omnimedia era, college students transmit information in a diversified way. During the information transmission, each college student must have the knowledge of network, computer technology, network psychological response mode, action orientation, values, network social life. When the individual’s informatization abilities gradually converge, a network community of college students will gradually form. In the construction of a community, the participation of community members is the prerequisite, and the construction of a community network system is the basis. Without the former, the latter will lose the value of existence; without the latter, the former will be difficult to grow in the community. Only the symbiosis of the two can constitute an organic community [2].

The network cluster formed based on the common subjective or objective characteristics of the network is a network community of college students with common beliefs, values, goals, norms, and interests. Community members treat each other in accordance with common norms, and identify with each other rationally. In the virtual cyberspace, college students construct new social scenes through selfies, photos, and information sharing, and use digital technology and virtual scenes to reshape intimate relationships [3]. The objects that the members of the network community pay attention to, the language they use, and the content they disseminate have great similarities, establishing community consciousness. It is an organic community, and its notable feature is that community members form a common norm and identify with each other rationally.

Basic situation analysis of college students’ network and community consciousness College students have a more correct attitude towards the formation of network community consciousness.

Students are optimistic about the formation of community consciousness. 55.4% of the students believe that forming network community consciousness is conducive to social stability, and 64.2% of the students believed that it is conducive to the shaping of personal values. Most students have a clear understanding of the network community consciousness.

According to the statistical analysis of “Whether college students should take the initiative to form the network community consciousness” among students of more than 30 majors in 10 categories, 64.2% of them chose “active contact and formation,” 12.4% of them chose “Acceptable”, and 11.1% of them chose “Haven’t thought about it”. It reflects that students’ network community consciousness is still relatively positive, as shown in Fig. 1.

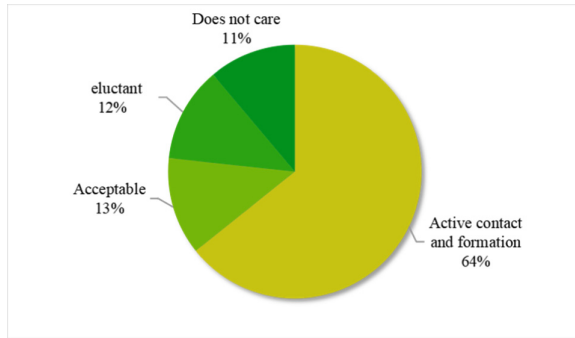


Fig. 1. Whether initiatively form a network community

### 3 Evaluation Index of College Students' Network Community Consciousness in the Omnimedia Era

On the basis of the research on network consciousness, this study carried out a quantitative research on the factors of network community consciousness, and analyzed the community consciousness into several core factors. By using the method of questionnaire survey, it provided the basis for further compiling the scale of network community consciousness.

Factor analysis is a statistical technique that combines several related indicators into several factors. Its basic principle is that the correlation among multiple indicators is classified base the correlation size. Therefore, variables of the same category have high correlation while variables of different categories have low correlation. The weight of each indicator is calculated based on the actual data. The basic formula of factor analysis is:

$$X_i = \alpha_{i1}f_1 + \alpha_{i2}f_2 + \dots + \alpha_{ij}f_j + \varepsilon_i(i + 1, 2, 3, \dots, m) \tag{1}$$

where  $f_1, f_2$  and  $f_3$  are common factors,  $(j < m)$  are unmeasurable random variables, representing special factors (random errors are also classified as special factors), and  $\alpha_{i1}, \alpha_{i2}, \alpha_{i3}$  represent the load of the  $i$ th variable  $X_i$  on each common factor.

The elements of college students' network community consciousness consist of many aspects. This study takes college students' network community consciousness as a first-level indicator. According to the questionnaire analysis, common values, common sense of social responsibility, common sense of cultural & self-confidence, common identity, and common morality are selected as second-level indicators. The third-level indicators include: a. common values, which can be divided into subject consciousness, self-improvement spirit and value concept. b. Common social responsibility, which can be divided into sense of responsibility, character of responsibility, collective social responsibility. c. Common sense of cultural confidence, which can be divided into cultural consciousness, personal practice, and inheritance of traditional culture. d. Common identity, which can be divided into self-identity, network identity and belonging. e. Common morality, which is divided into: caring, harmonious interpersonal relationship, man and nature. The 15 evaluation indicators above all adopt 4-level evaluation criteria, which

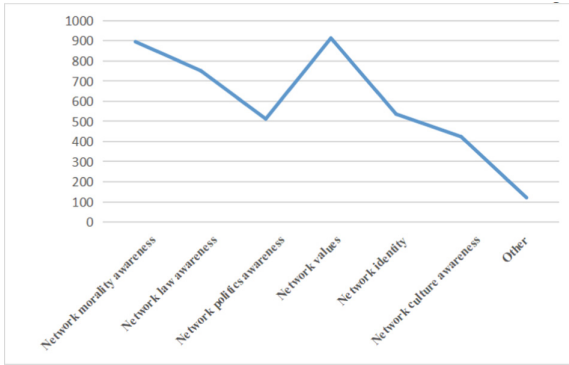


Fig. 2. Content of network community consciousness

are specifically divided into 4 levels: completed approval, relatively approval, general approval and less approval, corresponding to 3, 2, 1 and 0 scores, respectively. In order to verify the effectiveness of factor analysis, several expert teachers were invited to form an evaluation team to score the student questionnaires.

College students' network community consciousness is formulated based on a kind of social aggregation arising from a long-term discussion among college students, which forms a network of interpersonal relationships in the computer space. In essence, it constitutes a community, but the members do not necessarily have a clear community consciousness. Although there is no unified definition of college students' network community consciousness, some conclusions are reached through the questionnaire-based survey. The questionnaire was set up from the aspects of students' identity, active participation and consciousness in the network, as shown in Fig. 2.

### 3.1 Common Values Are the Core for Shaping College Students' Community Consciousness

Values are formed in the process of social practice and are accepted and recognized by the main body. It has a social ideology with value guidance, emotional stimulation and value norms. Good values are accepted and recognized by the majority, and regulate and guide the behavior and practice of the majority [4]. College students' value identification in the Internet is the value attribution they produce in their value judgment and selection. This sense of belonging comes from the process of being guided by the outside world and internalized into their own ideology. The core values that college students rely on establish the direction for their network behavior, and they are constantly adjusted and improved in their network life, so as to achieve a common identity of self-worth.

This paper analyzes the word sequence of common values' three factors, namely, subject consciousness, self-strengthening spirit and value concept, and divides them into three levels.

Level 1, which accounts for more than 30%, has one factor, where subject consciousness appears for 452 times.

Level 2, which accounts for 20% to 30%, has one factor, where self-reliance appears for 283 times.

Level 3, which accounts for 1% to 30%, has one factor, where value concept appears for 165 times.

According to the analysis of the factor words above, the recognition degree of current college students to the common values and the subject consciousness under the common values are the most stable quality factors. That is the two factors are mostly recognized by current college students.

### **3.2 Common Sense of Social Responsibility is a Booster for College Students to Realize Their Network Community Consciousness**

Network community consciousness is not only a process of self-recognition and self-realization, but also a process of gradually realizing the self-socialization during network interaction. With a common sense of social responsibility, college students can clarify their own social roles, take the initiative to care for and participate in society activities, realize strict self-management, and actively participate in public network affairs from the perspective of safeguarding public interests.

This paper analyzes the word sequence of the common social responsibility' three factors, namely, the responsibility sense, responsibility character and value concept, and divides them into three levels.

Level 1, which accounts for more than 30%, has one factor, where responsibility sense appears for 652 times.

Level 2, which accounts for 20% to 30%, has one factor, where responsibility character appears for 263 times.

Level 3, which accounts for 1% to 30%, has one factor, where responsibility sense appears for 173 times.

Based on the analysis of the factor words above, it can be concluded that the most common sense of social responsibility among college students is the responsibility sense, which is the most stable quality factor in the responsibility concept. However, the problem reflected is the lack of the concept of public social responsibility among college students.

### **3.3 A Common Sense of Cultural Self-confidence is the Link to College Students' Network Community Consciousness**

As a general existence of "root", culture can make a value argument for individual existence. Generally, it refers to a group of people who share a common historical tradition, customs and countless collective memories. In such culture, a sense of belonging is formed to a cultural community [5]. Cultural self-confidence is to internalize a common culture in the heart, externalize it in behavior, internally nourish thoughts, and externally plan network behaviors.

This paper analyzes the word sequence of the common social responsibility' three factors, namely, cultural consciousness, traditional culture inheritance and personal cultivation, and divides them into three levels.

Level 1, which accounts for more than 30%, has one factor, where personal cultivation appears for 559 times.

Level 2, which accounts for 20% to 30%, has one factor, where traditional culture inheritance appears for 314 times.

Level 3, which accounts for 1% to 30%, has one factor, where cultural consciousness appears for 115 times.

According to the analysis of the factor words above, the current college students most agree with the common cultural confidence in personal cultivation, which is the most stable quality factor in the consciousness of cultural confidence.

### **3.4 Common Identity is the Foundation of College Students' Network Community Consciousness**

Identity is a basic philosophy question. It originates from the in-depth inquiry of the individual as a social subject on his own existence and the meaning of explanation. From the perspective of college students' identification with the network community, the first thing is to identify with their own identity, that is, they are a member of the network community and play an important role in it. The second is the identification of the network community where they are located, and the trust to other members in the network community.

This paper analyzes the word sequence of the common identity' three factors, namely, belonging, network identity and self-identity, and divides them into three levels.

Level 1, which accounts for more than 30%, has one factor, where belonging appears for 581 times.

Level 2, which accounts for 20% to 30%, has one factor, where network identity appears for 234 times.

Level 3, which accounts for 1% to 30%, has one factor, where self-identity appears for 184 times.

Based on the analysis of the factor words above, the current college students' sense of belonging to the network is the most stable factor in the common identity, which reflects the importance of college students' online identity in the Internet era.

### **3.5 Network Common Morality is the Moral Core of College Students' Network Community Consciousness**

Network common moral consciousness is the code of conduct followed by college students when participating in network activities, and is the standard for members to evaluate themselves and others, forming an invisible binding force for everyone in the community. The common morality guides and grasps the formation of a harmonious structure within the community and regulates its development direction.

This paper analyzes the word sequence of the Internet common ethics' three factors, namely, belonging, network identity and self-identity, and divides them into three levels.

Level 1, which accounts for more than 30%, has one factor, where belonging appears for 623 times.

Level 2, which accounts for 20% to 30%, has one factor, where network identity appears for 212 times.

Level 3, which accounts for 1% to 30%, has one factor, where self-identity appears for 157 times.

Based on the analysis of the factor words above, the current college students' sense of belonging to the network is the most stable factor in the Internet common ethics, which reflects the importance of college students' online identity in the Internet era.

#### 4 Challenges and Problems of College Students' Network Community Consciousness in the Omnimedia Era

With the development of Internet and the impact of multiple ideologies, college students' network community consciousness is also facing more and more serious challenges.

In the course teaching, the content of educating college students' network community consciousness is relatively rare. 62.3% of students feedback that such content designed in each subject was relatively rare and 9.4% of them feedback that such content is not involved. Only 28.3% of them feedback that it is involved a lot. During the interview, students said that only in liberal arts courses, the theories related to the network community consciousness are "occasionally" mentioned when the content involves labor, ethics, law, occupation, etc., and the targeted education is less.

In the survey, college and university students generally attach importance to the network community consciousness education, and the hardware aspects are relatively completed. The construction of colorful network community consciousness education and cultural atmosphere is carried out through the display of achievements, publicity of deeds, and role models, as shown in Fig. 3. But there are problems of single form and less frequency.

Students reject the educational content of network community consciousness. 64.9% of the students think the Internet community consciousness courses are boring, 12.4% of them think that these courses have week ideological content, 11.9% of them think that these courses have little importance to them, and only 10.8% of them think these courses have rich and profound content. For the survey on whether students' network community consciousness is consistent with their own professional characteristics, only 11.9% of the students think that it is consistent while 41.5% of them think that it is inconsistent. In the interview, students' biggest impression of labor education is that it

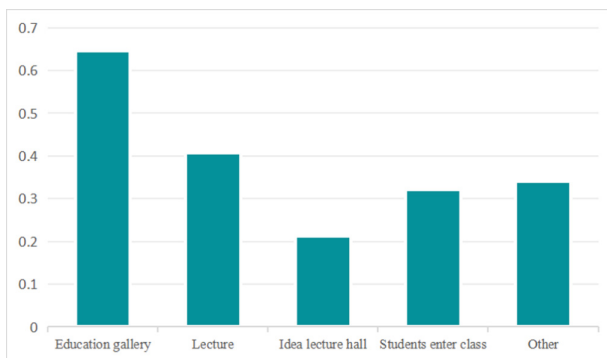


Fig. 3. Education approach for network community consciousness



is empty and focuses on preaching. It has little connection between theory and practice, poor operability, weak practicality and lack of interest [6].

## 5 Evaluation Index System for Network Community Consciousness Based on Fuzzy and Hierarchy Analysis

### 5.1 Basic Principle for Fuzzy and Hierarchy Analysis

#### 1) Evaluation object index set.

Define the criterion layer index set  $U = \{U_1, U_2, \dots, U_i, \dots, U_p\}$  among which,  $i = 1, 2, \dots, p$  is the number of indexes contained in the criterion layer. Indicator layer index set  $U_k = \{U_{k1}, U_{k2}, \dots, U_{kj}, \dots, U_{km}\}$ , among which  $j = 1, 2, \dots, m$  and  $m$  is the number of indexes contained in the indicator layer.

#### 2) Index evaluation set.

Each evaluation index in the indicator layer evaluated is based on the comment set  $V = \{v_1, v_2, \dots, v_j, \dots, v_n\}$  ( $j = 1, 2, \dots, n$ , where  $n$  is the total number of evaluation results). Therefore, a single index evaluation set can be obtained  $V = \{v_{ij1}, v_{ij2}, \dots, v_{ijn}\}$ . According to the method above, all secondary indexes in the criterion layer are evaluated to obtain the corresponding membership matrix  $R_i$ .

$$R_i = \begin{bmatrix} r_{i1} \\ r_{i2} \\ \vdots \\ r_{ij} \end{bmatrix} = \begin{bmatrix} r_{i11} & r_{i12} & \dots & r_{i1n} \\ r_{i21} & r_{i22} & \dots & r_{i2n} \\ \vdots & \vdots & \dots & \vdots \\ r_{ij1} & r_{ij2} & \dots & r_{ijn} \end{bmatrix}$$

#### 3) Index weight set.

a) Establish Judgment Matrix.

$$A_i = \begin{bmatrix} a_{11} & a_{12} & \dots & a_{1n} \\ a_{21} & a_{22} & \dots & a_{2n} \\ \vdots & \vdots & \dots & \vdots \\ a_{n1} & a_{n2} & \dots & a_{nn} \end{bmatrix}$$

The weight set  $A_i$  represents the relative weight matrix between indexes under the criterion layer  $i$ , where index  $a_{ij}$  represents the relative weight value of index  $j$  under the

criterion layer  $i$ . It can be measured by using the 1–9 scaling method proposed by Saaty [7].

b) Calculate the weight coefficient.

Use the root method to measure the matrix eigenvector  $\bar{W}_i$  that is  $\bar{W}_i = \sqrt[n]{M_i}M_i = \prod_{j=1}^n a_{ij}(i, j = 1, 2, \dots, n)$  Use  $W_i = \frac{\bar{W}_i}{\sum_{j=1}^n \bar{W}_j}$  to calculate the weight eigenvector  $W = (W_1, W_2, \dots, W_n)^T$ .

c) Check for consistency.

Calculate the maximum eigenvalue  $\lambda_{\max}$  of the judgment matrix:  $\lambda_{\max} = \frac{1}{k} \sum_{j=1}^k \frac{(A_i W_i)_j}{(W_i)_j}$ .

Calculate the consistency index  $CI$ :  $CI = \frac{\lambda_{\max} - k}{k - 1}$ , where  $k$  is the order of the judgment matrix.

Calculate the random consistency ratio  $CR$  and check its correctness:  $CR = \frac{CI}{RI}$ , where,  $RI$  is the average random consistency index and depends on the order of the judgment matrix. When  $CR \leq 0.1$ , it can be concluded that the judgment matrix has satisfactory consistency [8].

Calculate the criterion-layer weight set:  $W = \{W_1, W_2, \dots, W_n\}$ .

d) Comprehensive evaluation.

Firstly, carry out a single-level, fuzzy comprehensive evaluation on indexes under the criterion layer. The supposed evaluation result is  $S$ , where  $S = Y \times R$ .

By evaluating each index under the criterion layer, corresponding evaluation vectors can be obtained, and these evaluation vectors can form a comprehensive evaluation matrix  $R^*$ . Then, according to the index weight  $A^*$  of the criterion layer, the final evaluation vector can be obtained through the matrix synthesis operation. The final result can be obtained according to the maximum membership principle.

## 5.2 Evaluation on Entrepreneurial Classroom Management Based on Fuzzy and Hierarchy Analysis

The evaluation on the effect of college students' network community consciousness is a work involving multiple factors and with fuzziness. In order to evaluate objectively and fairly, the hierarchy analysis is used to determine the weights of all-level indexes, and the fuzzy evaluation matrix is given according to the fuzzy set theory. Therefore, a comprehensive evaluation is carried out by backward calculation from bottom to top, so as to evaluate the effect of the path for establishing college students' network community consciousness scientifically and effectively. The specific evaluation process is as follows:

### 1) Determine the evaluation set.

The fuzzy hierarchical analysis model is divided into three layers, where the top layer is the target, the middle layer is the criterion, and the bottom layer is the index, as shown in Fig. 4.

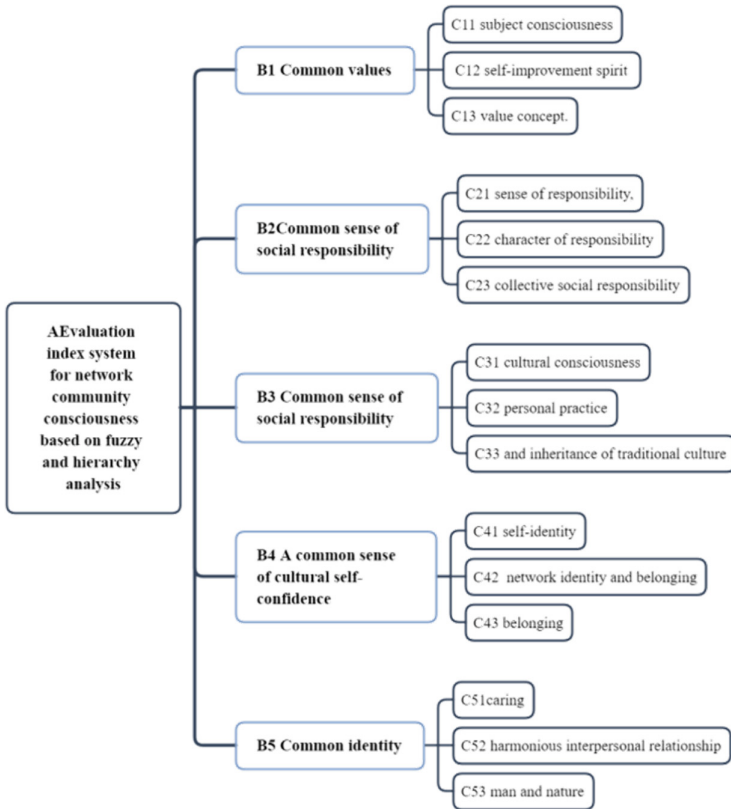


Fig. 4. Index of the fuzzy hierarchical analysis model

**2) Determine the weight set for evaluation indexes.**

When evaluating the effect of enterprise-oriented classroom management in higher vocational colleges, the evaluation results are divided into four levels, where the evaluation set  $V = [\text{completed approval, relatively approval, general approval and less approval}]$ , and the corresponding score value is  $G = \{\geq 90, 80-89, 60-79, \leq 60\}$ . The determination of evaluation index weight will directly affect the final evaluation result, so it is necessary to determine the weight of each index scientifically and reasonably. This paper uses the analytic hierarchy process to determine the weight of each index. Table 2 shows the results.

**3) Establish the membership matrix.**

In this study, students from many colleges and universities in more than 30 majors of 10 categories were selected to investigate the current situation of labor education, especially the key research of logistics, auto repair, e-commerce, education, foreign languages and other related majors. Questionnaire survey and in-depth interview were adopted in this study. A total of 1100 questionnaires were distributed and 1013 valid

**Table 2.** Index weight

L1 index	Weight	L2 index	Weight
B1	0.30	C11	0.26
		C12	0.27
		C13	0.24
B2	0.26	C21	0.21
		C22	0.23
		C23	0.18
B3	0.24	C31	0.35
		C32	0.20
		C33	0.23
B4	0.12	C41	0.37
		C42	0.31
		C43	0.19
B5	0.08	C51	0.33
		C52	0.29
		C53	0.27

questionnaires were collected, with an effective rate of 92.09%. Each index is evaluated and integrated according to the evaluation set determined in advance, and the membership of each index corresponding to the evaluation set is obtained, as shown in the Table 3.

#### 4) Comprehensive evaluation.

*a) Level-1 fuzzy comprehensive evaluation.*

According to Table 1, the weight vector of each index under the first criterion layer is:

$$Y_1 = (0.27, 0.23, 0.22, 0.18, 0.10)$$

**Table 3.** Index membership value

L1 index	L2 index	membership			
		Very satisfied	Fairly satisfied	Basically satisfied	Unsatisfied
B1	C11	0.2	0.5	0.3	0.3
	C12	0.2	0.6	0.1	0.1
	C13	0.4	0.4	0.1	0.1
B2	C21	0.2	0.6	0.1	0.1
	C22	0.3	0.6	0.1	0
	C23	0.3	0.5	0.2	0
B3	C31	0.4	0.2	0.3	0.1
	C32	0.4	0.3	0.2	0.1
	C33	0.1	0.7	0.2	0
B4	C41	0.2	0.6	0.1	0.1
	C42	0.4	0.4	0.1	0.1
	C43	0.6	0.2	0.2	0
B5	C51	0.4	0.5	0.1	0
	C52	0.4	0.3	0.3	0
	C53	0.1	0.5	0.3	0.1

According to Table 2, the fuzzy evaluation membership matrix of each index under the first criterion layer can be obtained:

*b) Level-2 fuzzy comprehensive evaluation.*

Suppose the evaluation vector of college students on the evaluation set is [completed approval, relatively approval, general approval and less approval], then:

$$\begin{aligned}
 S^* &= Y^* \times R^* = (0.30, 0.26, 0.24, 0.12, 0.08) \times \\
 &\quad \begin{bmatrix} 0.24 & 0.54 & 0.17 & 0.05 \\ 0.28 & 0.53 & 0.14 & 0.05 \\ 0.32 & 0.38 & 0.25 & 0.05 \\ 0.34 & 0.46 & 0.12 & 0.08 \\ 0.29 & 0.43 & 0.27 & 0.01 \end{bmatrix} \\
 &= (0.29, 0.48, 0.18, 0.05)
 \end{aligned}$$

According to the maximum membership principle, it can be seen that if  $\text{MAX}(0.27, 0.48, 0.18, 0.07) = 0.48$ , the comprehensive score is 84.7, indicating relatively approval.

According to the cognitive analysis of college students' network community consciousness through fuzzy and hierarchy analysis, college students are satisfied with the implementation path of establishing community consciousness.

## 6 Conclusions

Through the questionnaire survey, the positive empirical research of college students' awareness of network community is carried out. First, factor analysis of network common consciousness cognition, Discover Common values, Common sense of social responsibility, A common sense of cultural self-confidence, Common identity is an important component of network community consciousness. Second, the factor analysis of the challenge of network community consciousness. Multi-culture, social environment, market economy, consumerism and college students' self-consciousness are important factors that affect the formation of college students' common consciousness. Third, the analysis of network common value shaping factors. Creating environment, creating public opinion and network management are important ways to shape college students' awareness of network community.

Through the shaping of network community consciousness, it leads the shaping of ideas and strengthens the belief life of college students. Through the comprehensive evaluation of factor analysis method, it further clarifies the connotation and characteristics of network community consciousness and carries out factor benign analysis, which provides the basic work for further compiling the scale of network community.

On the basis of the research of network consciousness, this study carried out a quantitative research on the factors of network community consciousness, and analyzed the community consciousness into several core factors. By using the method of questionnaire survey, it provided the basic work for further compiling the scale of network community consciousness.

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2. 2021 Online & Offline Hybrid Course Construction Project of Xi'an FanYi University: Ideological & Moral Cultivation and Legal Basis.

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