

Exploring the Intelligent Transformation Path of Party Building Leading Financial Aid Education Evaluation from the Perspective of Digital Empowerment

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Abstract

Under the strategic background of the synergistic promotion of digital China and education modernization, the intelligent transformation of the assessment system of financial aid education in colleges has become a key path to deepen education equity and implement the principle of educating people with integrity. This study takes General Secretary Xi Jinping's important exposition on education as the fundamental guideline, takes party leadership as the value coordinate of technological empowerment, focuses on the theoretical logic and practical challenges of digital technology-enabled financial aid education, and constructs a three-dimensional theoretical framework of "party leadership-technological adaptation-system innovation". By analyzing the dialectical relationship between instrumental rationality and value rationality in intelligent transformation, the study proposes the construction dimensions of the developmental financial aid assessment system. The goal layer realizes the paradigm leap from economic help to quality value-added, the technology layer establishes a deep coupling mechanism between privacy computing and educational scenarios, and the system layer improves the data governance and dynamic feedback system. The study reveals the obstacles of insufficient data standardization, lagging organizational synergy, and cognitive bias of subjects, and innovatively designs a systematic promotion path of value leadership, technology integration, and ecological cultivation. Based on the progressive reform model of "pilot-feedback-propagation", the study explores the potential value of generative AI in education assessment, provides theoretical support and practical paradigms for breaking the time and space limitations of traditional assessment, strengthening the political leadership of the whole process, and promoting the synergistic development of education fairness and cultivating moral integrity, and helps to promote the synergistic development of education equity and moral education, and help the high-quality development of financial support and education in the new era.

Keywords

Digital empowerment; party building leadership; financial aid education; intelligent assessment; digital transformation of education.

1. Introduction

1.1. Background of the study

In the report of the 20th CPC National Congress, General Secretary Xi Jinping proposed "to adhere to people-centered education development, accelerate the construction of a high-quality education system, develop quality-oriented education and promote education equity", and also pointed out that we should "improve the student financial aid system covering all

educational stages". During the fifth collective study session of the 20th CPC Central Political Bureau, it was clearly pointed out that "educational equity is an important basis for social equity and an inherent requirement for building a strong country in education". At the 2024 National Education Conference, it was reiterated that "we must adhere to a people-centered approach, continuously enhance the inclusiveness, accessibility, and convenience of public education services, and ensure that the achievements of educational reform and development benefit all people more extensively and equitably." General Secretary Xi Jinping's important remarks on education equity point out the value orientation of financial aid and education in the new era. He further proposed to "promote the digitalization of education and build a learning society and a learning country for all", elevating the digitalization of education to a national strategy, which provides methodological guidance for realizing educational equity. How to achieve the precision of helping students from poor families through digital empowerment and further realize educational equity is a problem that we need to think deeply about.

The current assessment system of university financial aid education still has three prominent contradictions. Firstly, the traditional assessment mode relies on manual verification and static data, making it difficult to realize the financial aid requirements of "accurate identification and dynamic adjustment", which is in contradiction with General Secretary Xi Jinping's emphasis on "accurate poverty alleviation should be helped to the point and root". Secondly, the evaluation dimension is overly focused on economic indicators, and the tendency of "emphasizing material assistance but not ideological leadership" restricts the effectiveness of the implementation of "integrating moral education into all aspects of ideological and moral education" put forward by the National Education Conference." Thirdly, the assessment results are disconnected from the optimization of policies, and cannot effectively support the goal of "Implementing the national education digitalization strategy" put forward in the "Outline of the Plan for Building China into a Strong Country in Education (2024-2035)". The rapid development of a new generation of artificial intelligence technology provides a historic opportunity to crack these bottlenecks - block chain technology can strengthen the credibility of financial aid data, natural language processing can tap into the hidden needs of student development, and machine learning models can build a dynamic tracking assessment system, which can help realize the "double enhancement" of education fairness and the quality of education." This will inject new momentum for realizing education equity and quality of education.

1.2. Significance of the study

The theoretical value of this study lies in exploring the paradigm innovation of developmental financial aid assessment in the context of Chinese-style education modernization. By decoding the technological realization path of General Secretary Xi Jinping's important statement of "promoting social equity and justice through educational equity", constructing an ethical framework for educational technology with party building as the core, establishing the party principles and value boundaries of intelligent assessment, and forming a three-in-one assessment theoretical paradigm of "value navigation, technology empowerment, and human education", we can help to solve the problems of instrumental rationality and human education in the era of artificial intelligence. Its practical significance is reflected in three aspects. Firstly, it serves the national rural revitalization strategy, optimizes the allocation of educational resources through intelligent assessment, and blocks the intergenerational transmission of poverty. Secondly, it responds to the technical governance requirements of "controllable and credible, people-oriented" in the Code of Ethics for the New Generation of Artificial Intelligence, and develops an assessment tool that conforms to socialist core values. Thirdly, we will implement the Overall Plan for Deepening Education Evaluation Reform in the New Era, build a dual review mechanism for education technology ethics (system compliance review and

algorithmic value review) relying on the leadership of the Party, address ethical risks such as data security and algorithmic discrimination in intelligent education, and push the financial aid evaluation system to realize the "precise effectiveness of helping people" and the "soul-creating and nurturing effectiveness". It also promotes the financial aid assessment system to realize the organic unity of "accurate support effectiveness" and "soul-casting and nurturing effectiveness". More importantly, the collaborative governance path of "Party building and technology ethics" revealed by the study provides a system template for calibrating the values and defining the power and responsibility of technology application in the new infrastructure of education, and helps to improve the modernization of the national education governance capacity.

2. Literature Review and Research Perspectives

2.1. Progress in theoretical research on the assessment of financial aid for student development

Academic research on the assessment of financial aid for student development has experienced a paradigm leap from economic security to capacity development. Early studies focused on the fairness and coverage of the distribution of financial aid funds (Han Xia et al., 2025), emphasizing the immediate effects of economic help measured by quantitative indicators. With the advancement of the Overall Program for Deepening Educational Evaluation Reform in the New Era, scholars began to pay attention to the developmental function of evaluation. Cui Yang et al. (2024) proposed the "1234" developmental model of financial aid, advocating the inclusion of ideological qualities and innovative abilities in the evaluation dimensions, which marked a shift in the goal of evaluation from "economic support" to "growth empowerment". Under the background of digital transformation, the main body of assessment shows the trend of multiple synergies. Liu Zhiqiang (2025) based on the study of "one-stop" student community, argues the necessity of data sharing among government, universities, social organizations and other main bodies. Zhang Yinjun (2025) points out through bibliometrics that third-party assessment agency and participatory evaluation of teachers and students are becoming a new hot-spot of research, which confirms that the Party's assessment model has become the most popular in the world. This research confirms the extension of the practice of "building a pattern of shared social governance" in the field of education evaluation in the report of the Twentieth Party Congress.

2.2. Research on educational applications of intelligent assessment techniques

The integration of educational big data and machine learning provides new tools for academic evaluation. Based on the practice of Guangxi universities, Wang Jiebin (2025) verified the efficiency advantage of digital technology in the identification of financial aid recipients. Han Xia et al. (2025) found that through empirical research in three provinces that the prediction accuracy of machine learning models on students' academic risk was 37.2% higher than that of traditional methods. However, the existing studies generally worry that technical rationality has overstepped the laws of education. Firstly, the "black box effect" of algorithmic decision-making has weakened the interpretability of the assessment results (Zhang Lehan et al., 2024). Secondly, it is difficult for quantitative indexes to capture the core elements of nurturing, such as ideological leadership and emotional identity (Zhang Ran et al., 2025). This imbalance between instrumental rationality and humanistic values reflects the challenge of the fundamental question of "What kind of people to train, how to train them and for whom".

2.3. Theoretical entry points for this study

This study takes party building leadership as the value navigation mechanism for intelligent transformation, opening up a new paradigm of technological empowerment. On the one hand, we inherited the theoretical core of Yang Rui's (2025) "1+4+N" party building model, and

embedded the party principle into the algorithm design, for example, strengthening the index of red education participation in the data collection stage, and adding the weight parameter of socialist core values in the model training. On the other hand, following the concept of developmental funding to build a "tool-goal" dynamic adaptation logic, based on the requirements of the modernization of Chinese-style education put forward by Zhou Xiuqin (2024), establish a feedback adjustment mechanism between the application of technology and the goal of educating people, and when the intelligent assessment system detects the cognitive bias in students' thinking, it automatically triggers the targeting of the civic education resources. When the intelligent assessment system detects students' ideological cognitive bias, it automatically triggers the targeted push of ideological education resources, realizing the technological transformation of General Secretary Xi Jinping's important instruction "to carry out ideological and political work throughout the entire process of education". This dual perspective not only avoids the risk of technological alienation, but also ensures that the assessment system always serves the fundamental mission of "educating people for the Party and educating talents for the country".

3. Theoretical Logic and Core Contradiction of Intelligent Transformation

3.1. Three-Dimensional Theoretical Logic of Intelligent Transformation Led by Party Building

The traditional assessment of financial aid for student development has long faced the dilemma of temporal and spatial limitations and insufficient dynamic tracking ability. At the technical level, the assessment mode dominated by manual operation is difficult to break through the static nature of data collection, the lag of information updating and the singularity of evaluation dimensions, and is unable to adapt to the dynamic characteristics of students' growth trajectory. The application of intelligent technology provides a feasible path to solve this problem. Through the Internet of Things (IoT) sensing terminal and multi-source data fusion technology, we can obtain multi-dimensional dynamic information such as students' learning behavior, psychological state, ability development, etc. in real time. With the help of machine learning algorithms, we can build individual growth prediction models, realizing the change from "after-the-fact evaluation" to "process intervention". Driven by the practical demand for developmental financial aid, the core value of intelligent assessment is to meet the demand for personalized education. Which not only to accurately identify the stage-by-stage developmental bottlenecks of students, but also to dynamically track the long-term impact of financial aid policies on the enhancement of individual capabilities, and ultimately to serve the needs of "economic assistance - quality cultivation - value leadership". The final service is the closed loop of "economic support - quality cultivation - value leadership".

The transformation of financial support and education assessment under the perspective of digital empowerment is essentially a reconstruction process of political logic-technical logic-educational logic. (1) The political logic points to the fundamental mission of "educating people for the Party", which requires that the algorithmic architecture, data the application and interpretation of the results must follow the socialist core values, and the political requirements of the party organization on the quality of student development should be transformed into the constraints of the technical system. (2) The technical logic is embodied in the digital mapping of the laws of education, and it is necessary to crack the attenuation of the effectiveness of the traditional assessment in tracking the dynamics of thought and identifying the implicit needs by means of the technical tools such as privacy calculations and sentiment analysis. (3) The educational logic focuses on the "comprehensive development of human beings", Which requires the intelligent system to construct a causal inference chain of "economic assistance -

ability development - value shaping". For example, analyzing the evolution of value orientation in the social practice reports of students through the BERT model.

Party leadership assumes a dual function in this process. Firstly, value calibration - through the establishment of an algorithmic ethics committee and the embedding of a party organization approval node, to ensure that the weighting of core indicators such as "cultivation of the red gene" and "fulfillment of social responsibility" in the model training set." Secondly, institutional supply - promoting the establishment of a multimodal data governance system under the leadership of the Party Committee, stipulating that the collection of campus behavioral data must be considered and filed by the General Party Branch, so as to prevent the application of technology from deviating from the essence of educating people at the source.

3.2. Core contradictions in the transition process

3.2.1. Tension between the logic of technology and the laws of education

The primary contradiction facing intelligent transformation is the conflict between technical instrumental rationality and educational humanistic values. There is an essential difference between the efficiency maximization pursued by algorithms and the complexity of the educating process. The standardized data processing is difficult to cover the emotional fluctuations, value shaping and other hidden elements in the growth of students. And the one-sidedness of quantitative indexes may weaken the qualitative judgment on the effectiveness of thought leadership. This contradiction requires the redefinition of the complementary boundaries between quantitative data and qualitative evaluation - intelligent technology should be positioned as an auxiliary decision-making tool, extracting textual emotional features through natural language processing technology, and combining with experts' experience to build a hybrid assessment model, realizing "numerical analysis" and "humanistic analysis". The synergy between "digital intelligence analysis" and "humanistic judgment" can be realized.

3.2.2. The need to harmonize instrumental and value rationality

The deep contradiction of intelligent assessment is reflected in the dialectical unity between the application of tools and the goal of educating people. On the one hand, it is necessary to avoid the risk of technological alienation and prevent algorithmic decision-making from replacing the educator's subjectivity in educating people. This requires that the party leadership be carried through the whole process of technology application. The core socialist values are embedded in the algorithm design, and the scope of data collection is regulated by the principle of party spirit. In the evaluation index system, the goal of cultivating people morality should be strengthened, and the core elements such as ideological quality and social responsibility should be transformed into observable behavioral variables. On the other hand, it is necessary to establish a technology-enabled value transformation mechanism. For example, to build a dual-channel assessment framework of "academic development - ideological growth", so that the intelligent system can not only diagnose the shortcomings of students' knowledge and skills, but also warn of the risk of value deviation, and ultimately form a benign interaction in which the rationality of the tools serves the rationality of the values. The final result is a benign interaction in which instrumental rationality serves value rationality.

4. Dimensions of the Construction of An Intelligent Assessment System

4.1. Objective dimension: from "accurate financial support" to "intelligent education"

The goal of the intelligent assessment system is to innovate by shifting from monitoring the effects of economic assistance to exploring the value of multi-dimensional education. At the basic level, it is necessary to establish an immediate feedback mechanism for the effect of financial assistance, tracking in real time the effectiveness of the use of financial assistance

funds, the degree of relief of financial pressure on students in difficulty, and other quantitative indicators through the intelligent system, so as to ensure the dynamic realization of the goal of "providing assistance to the fullest extent possible". A higher-level goal focuses on the nurturing nature of developmental financial assistance, by building a value-added evaluation framework of ideological leadership and ability development. We incorporate hidden growth factors such as the cultivation of students' ideals and beliefs, their mental health, and innovation and entrepreneurship into the scope of assessment. For example, the depth of students' participation in ideological and political activities can be analyzed by using affective computing technology, or the composite value of their social practice achievements can be quantified through competence mapping modeling, which will ultimately form a closed-loop assessment of "economic relief-quality enhancement-value shaping", realizing that the financial support work has changed from "guaranteeing the bottom line" to "empowering growth".

4.2. The technology dimension: educational adaptation of key technologies

The educational adaptation of technological tools is the core link in the landing of intelligent assessment. In view of the unstructured characteristics of students' growth data, such as psychological interview records, social practice logs. It is necessary to develop algorithms for semantic analysis and contextual reduction, so as to transform multifaceted information such as texts and images into standardized feature vectors and provide high-quality input data for the assessment model. At the same time, the introduction of privacy computing technology can solve the problem of protecting sensitive information, through the federal learning framework to realize the "usability and invisibility" of cross-sectoral data, and with the help of homomorphic encryption to ensure information sovereignty in the evaluation process, a dynamic balance between open data sharing and privacy security is established. The construction of this dimension needs to follow the principle of "defining the boundaries of technology by the laws of education", for example, limiting the excessive mining of students' family financial status by algorithms, and avoiding the application of technology from deviating from the essence of educating people.

4.3. Institutional dimension: synergistic innovation in assessment mechanisms

The institutional design of the intelligent assessment system needs to break through the fragmentation of traditional management. First of all, establish the principle of defining the rights and responsibilities of cross-departmental data sharing, clarify the data provision obligations and use authority of the departments of teaching, academic and financial affairs, etc., and realize the operation of leaving traces and responsibility tracing through block-chain technology, so as to break the system paradox of "data silo" and "responsibility vacuum" coexisting. Secondly, we need to build a linkage mechanism between dynamic assessment results and policy adjustments based on the heat map of the group's shortcomings output by the intelligent system. We will automatically trigger targeted optimization suggestions for the subsidy program based on the early warning signals of the individual's development, we will link up with the departments of psychological counseling and employment guidance to carry out precise interventions. The core of institutional innovation lies in the formation of a closed-loop ecology of "data-driven decision-making and policy feedback to practice", so that the assessment system can truly become an intelligent engine for the iterative upgrading of the developmental funding model.

5. Practical Challenges in Advancing Practice

5.1. Bottlenecks at the level of technological applications

The landing of intelligent assessment system faces the deep contradiction of insufficient technical adaptability. In the data collection process, due to the heterogeneous nature of

students' growth data such as academic records, psychological assessment, social practices. The existing system generally suffers from ambiguous field definitions and inconsistent formatting standards, which leads to inefficiency in cross-platform data integration and directly affects the quality of inputs to the assessment model. The design of the algorithmic model is caught in the dual dilemma of interpretability and fairness. On the one hand, the "black box" nature of deep learning algorithms weakens the credibility of the assessment results, making it difficult for educators to understand the internal logic of the machine's decision-making. On the other hand, the potential bias of training data may amplify assessment bias, such as the misjudgment of rural students' competency labels and the stereotypical categorization of special groups' psychological states. Failure to establish transparent and auditable operational mechanisms for technological tools will shake the ethical foundations of intelligent assessment.

5.2. Barriers at the organizational management level

There is a structural conflict between the traditional education management model and the governance needs of intelligent assessment. The departmental barriers under the hierarchical system hinder the effective circulation of data resources, and the financial aid records of the financial department, academic data of the academic affairs system, and the ideological evaluation of the academic engineering system are often separated into independent information islands, making it difficult to implement the synergistic mechanism required for platform-based governance. The management dilemma is further exacerbated by the shortage of composite talents. The insufficient number of managers who are proficient in both education laws and data science has led to a disconnect between the deployment of technology and business needs, which is typically characterized by the excessive pursuit of technological sophistication at the expense of the appropriateness of the education scenarios. The rigidity of the organizational structure and the disconnection of human resources have become the key obstacles to the in-depth promotion of intelligent assessment.

5.3. Constraints at subjective cognitive level

The cognitive misalignment between educational subjects and technological tools constitutes an invisible barrier. Some educators have a bipolar cognitive bias towards smart technologies, either they blindly promote the objectivity of algorithmic decision-making, weakening the necessity of human intervention, or they cling to empiricism, resisting technology-driven changes in the assessment paradigm. This cognitive split is likely to lead to the practice paradox of "technology abuse" and "idle tools". Differences in the digital participation ability of the recipient group exacerbate the risk of assessment fairness. The uneven distribution of information technology resources between urban and rural areas has led to the weak digital literacy of some students, whose interactive behavioral data on the virtual platform, such as participation in online courses and activity in the online community can hardly reflect the actual level of development. The asymmetry between the subject's cognition and ability may cause intelligent assessment to fall into the ethical dilemma of "technological empowerment" and "digital exclusion".

6. Paths of Intelligent Transformation

6.1. Value Leadership Path

Intelligent transformation must adhere to the guiding role of socialist core values, and transform the political requirements of "educating people for the Party and educating talents for the country" into operable technical specifications. At the level of algorithm design, through the construction of a quantitative index system for ideological leadership, core value elements such as firmness of ideals and beliefs, and the degree of social responsibility are embedded in the assessment model. For example, parameters such as "red theme activity participation

index" and "volunteer service contribution weight" are added to realize the algorithmic expression of value guidance. At the same time, a dual ethical review mechanism of "Party building + technology" has been established, the Party organization takes the lead in reviewing the value compliance of the assessment system, focusing on monitoring the ethical risks of algorithmic bias and data discrimination. The technical team is responsible for developing a transparency toolkit to visualize the decision-making logic chain and ensure that the intelligent assessment always serves the fundamental task of cultivating morality and educating people.

6.2. Technology integration pathways

The integration and application of technological tools should follow the specificity of educational scenarios. In view of the weak technical foundation of grass-roots universities, the development of a lightweight assessment toolkit reduces the complexity of deployment through modularized design. For example, micro-service architecture is adopted to realize the flexible invocation of functional components such as "accurate identification" and "dynamic tracking", so that institutions in underdeveloped regions can also quickly build a basic assessment system. To address the problem of algorithm credibility, we have constructed an interpretable AI model and adopted local interpretability (LIME) technology to generate an attribution report of the assessment findings, so that educators can intuitively understand key issues such as "why a student has been identified as a group lagging behind in development" and "the basis for decision-making on adjusting the financial aid program", thus improving the quality of the assessment system and enhancing its performance.

6.3. Institutional Optimization Path

Institutional innovation is the fundamental guarantee for the sustainable development of intelligent assessment. In collaboration with education authorities, industry associations and university think tanks, we have formulated the Guidelines for the Construction of Intelligent Evaluation Systems in Education, clarifying core requirements such as the scope of data collection, ethical norms for algorithms, and standards for interpreting the results, so as to provide industry benchmarks for technological research and development. At the same time, we will expand the diversified application scenarios of the assessment results. We will connect the dynamic assessment data to the "Three-Whole Parenting" working platform of universities to drive the optimization of the Civics and Political Science Curriculum, the generation of psychological assistance plans and other precise decision-making. We will also provide the heat map of the effectiveness of the financial aid policy to the local government to support the scientific adjustments of the regional allocation of educational resources. Through the system design, the closed-loop link of "assessment - decision-making - improvement" is opened up, realizing the substantive transformation of intelligent tools into governance effectiveness.

6.4. Ecological Cultivation Pathway

The in-depth implementation of intelligent assessment depends on the overall evolution of the education ecology. At the level of cultural environment, the concept of "human-computer collaboration" has been promoted, and through human-computer comparison experiments and hybrid assessment workshops, educators are guided to understand the auxiliary position of intelligent tools and eliminate the misconception that "technology replaces human resources". At the level of capacity building, we have implemented a hierarchical digital literacy enhancement program. We conducted specialized training on "Intelligent Evaluation System Operation and Maintenance" for funding administrators to cultivate their capabilities in data interpretation and system optimization. A compulsory module on "Digital Citizenship Literacy" is offered for aided students to enhance their awareness of standardized expression and safety protection in the virtual platform. Through ecological cultivation, we realize the benign

interaction between "technological empowerment" and "humanistic nourishment", providing lasting power for intelligent transformation.

7. Conclusions and Recommendations

7.1. Main findings

This study shows that the intelligent transformation of financial aid education assessment is essentially a dialectical unification of instrumental rationality and value rationality. The ultimate goal of technological empowerment is not to pursue unlimited improvement of assessment efficiency, but to build a whole-chain parenting mechanism of "accurate identification - dynamic tracking - value guidance". Research has confirmed that party building is the core guarantee to avoid the risk of technological alienation. By embedding party principles into the algorithm parameter design and establishing a double ethical review mechanism, the inherent tension between the efficiency of the tool and the law of educating people can be effectively reconciled. The ultimate efficacy of the intelligent assessment system depends on the developmental adaptability of the technological tools, whether it can realize the value-added evaluation of students' ideological growth and ability development while dynamically tracking the effects of economic assistance.

7.2. Practical recommendations

To promote intelligent assessment, a phased implementation strategy is needed. The primary stage focuses on the construction of the basic system, with emphasis on the standardized integration of multi-source data and the development of lightweight tools. The intermediate stage carries out regional pilots, and verifies the scenario suitability of the assessment model through the collaboration of universities, governments and enterprises. And the mature stage forms a system paradigm for replication and establishes a national intelligent assessment resource platform. It is recommended to implement the progressive reform of "pilot-feedback-promotion", select 3-5 universities with a good foundation for digital transformation to carry out two-year experiments, output the "White Paper on Intelligent Assessment" periodically, dynamically optimize the technical solutions and management system, and realize scale-up through the new education infrastructure projects after the model is stabilized. After the model is stabilized, it will be applied on a large scale through the new education infrastructure project.

7.3. Future prospects

With the breakthrough progress of generative AI technology, the assessment of financial aid education may usher in a historical opportunity of model reconstruction. It is necessary to prospectively study the application potential of multimodal large models in the analysis of ideological dynamics, the generation of personalized parenting programs and other scenarios, with a focus on exploring value-guided AI-enhanced learning paths. At the same time, we should deepen international comparative research on intelligent assessment, systematically analyze the practice cases of "learning analysis system" in Europe and the United States and "smart education dashboard" in Singapore, and we will critically learn from their data governance frameworks and technological ethical norms. We can construct an assessment paradigm that not only shows Chinese characteristics but also conforms to the general laws of education, so as to contribute Chinese wisdom to the cause of global education equity.

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