

Research on the Current Situation of Educational Functions of Campus Slogan Culture in Universities: A Case Study of X University

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Abstract. Under the strategic background of building a culturally strong nation, campus slogans—as an important component of campus culture—have attracted attention for their educational functions. However, various issues currently exist within university campus slogans, including lack of creativity in design, disorderly management, and insufficient integration into the educational system of campuses. This study takes X University as a case study, employing semi-structured interviews to investigate the current situation of the educational function of campus slogan culture in higher education. Through qualitative analysis of interview data, a relevant theoretical model was constructed, deeply exploring aspects such as slogan awareness, attitudes toward slogans, cultural relevance, and expectations of educational functions. The study found that students' attention to campus slogans is influenced by multiple factors; their attitudes are diverse, and they suggest various improvements. Campus slogans somewhat reflect school culture but have limited roles in cultural inheritance. Numerous problems exist in current slogans, yet students hold high expectations for their educational functions, with specific hopes at both behavioral and cognitive levels, and they wish to participate in slogan design. Universities should optimize slogan design and management, leverage their cultural educational functions, enhance campus culture construction, and promote students' holistic development.

Keywords: Campus slogans in higher education, Educational function, Student perspective.

1. Research Background

Under the current context of promoting the strategy of building a culturally strong nation, the significance of culture-based education in the educational field has become increasingly prominent. Relevant departments such as the Ministry of Education have issued a series of timely policies and regulations, clearly requiring schools to strengthen their cultural construction and fully activate the educational functions of culture to effectively serve educational practice. Campus slogans, as an essential component of school culture, carry the important mission of transmitting culture and shaping values. The cultural educational functions of campus slogans play a crucial role in enhancing the quality of education and the overall qualities of students.

However, current campus cultural construction practices in some universities expose several shortcomings, particularly evident in the design and management of campus slogans. In terms of design, due to a lack of in-depth analysis of university characteristics, the spirit of the times, and student needs, campus slogans often appear repetitive and uncreative. Management also tends to be disorderly, lacking mechanisms for regular updates and maintenance, thereby compromising the slogans' timeliness and adaptability. Additionally, in the implementation process, slogans have not been organically integrated, limiting their collaborative impact within campus spaces. These issues directly result in campus slogans failing to fully realize their educational potential and effectively integrate into the campus educational system.

Campus slogans serve as an implicit educational resource, subtly influencing students' thoughts and behaviors. With social development and progress, students' individualized needs are becoming increasingly diverse, and they desire greater humanistic care and cultural depth on campus. As frequently encountered visual elements in campus life, campus slogans should be student-centered, optimized in design, regularly updated, and culturally enriched to satisfy students' pursuit of

humanistic care and cultural attractiveness, thereby effectively fulfilling their cultural educational role.

2. Research Design

This study follows a "theoretical research–empirical research" approach.

In the first step, domestic and international literature was reviewed using keywords such as "campus slogans," "educational function," and similar expressions, to summarize relevant theories about the educational functions of campus slogans. The study analyzed the structural connotations of campus slogans, thereby establishing a theoretical framework and constructing an initial model.

In the second step, based on the initial model, an interview outline regarding the educational functions of university campus slogans was formulated. In-depth discussions were conducted with selected teachers and administrators from the university, and expert opinions were also sought. The interview outline was subsequently refined and adjusted.

In the third step, semi-structured interviews were conducted focusing on issues such as attention to slogans, impressions and understanding of slogans, the impact of slogans on academic life, and attitudes towards slogans. This process explored and summarized the current state of campus slogan educational functions, further refining the evaluation model.

3. Literature Review

(1) Core Concepts

1) Campus Slogans

Currently, the academic community does not have a precise definition of campus slogans, and scholars have provided varied explanations. Feng Li, for example, considers campus slogans as "a latent, continuous, and relatively stable educational element that subtly influences the ideas and behaviors of students and teachers within a school, contributing to personality enhancement and self-improvement over the long term." Zheng Jianfeng, in his research on campus slogans, states that "campus slogans are concise, vivid, clear, and fluent textual condensations and linguistic classics designed to enrich campus culture, activate school functions, guide campus discourse, and realize educational objectives."

From the scholars' interpretations above, we can identify a consensus regarding the definition of campus slogans: first, campus slogans are concise linguistic expressions; second, they are crucial components in building school culture; and third, they serve significant educational functions for students. Additionally, we observe from the previous descriptions that slogans are closely related to mottos or catchphrases, and within educational contexts, campus slogans are intimately connected to educational slogans.

The American educational philosopher Israel Scheffler argues that educational slogans constitute an important form of educational language. Educational slogans refer to public expressions introduced by government agencies, social organizations, or individuals within specific contexts to showcase their educational purposes and values, serving to educate and motivate the public. They reflect certain ideas held by governments, social organizations, or individuals, and are characterized by conciseness and simplicity. Within certain contexts, educational slogans can transform into campus slogans; both are significant forms of educational discourse.

In summary, this study considers campus slogans as brief statements posted within the educational context of a school, aimed at achieving specific educational goals and tasks. They reflect national educational policies, educational principles, and the cultural identity of schools, playing educational, promotional, and guiding roles. Campus slogans form a vital part of campus culture, subtly educating students and teachers. Often displayed alongside roads, in libraries, classroom buildings, dormitories, cafeterias, and other campus locations, slogans constitute an essential medium for cultural education and significantly embody the school's educational philosophies and cultural image, exerting a

profound influence on the minds of students and teachers. Essentially, campus slogans function as symbolic representations—important cultural and public linguistic signs within the school environment. Moreover, this study categorizes campus slogans into several types based on their content: political slogans, moral slogans, cultural slogans, social slogans, and commercial slogans.

2) Cultural Educational Functions

Culture and humanity are inseparable; culture is a product of human social practices, and humans utilize culture to educate people. Simply put, cultural education refers to nurturing and educating individuals through the culture created by humanity.

The concept of cultural education is very rich, and scholars have varying explanations of what cultural education entails. Yi Li argues that cultural education refers to "using culture created and selected by humanity to influence, cultivate, and educate people. Cultural education includes not only spiritual but also material cultural resources for educating people." Li Feng and Wang Yuanbin propose that cultural education can also be described as educating through culture—that is, by integrating culture into the educational process, educators follow educational principles and students' developmental patterns, facilitating students to internalize culture emotionally and externalize it behaviorally, thus achieving comprehensive personal development. Liu Xianjun emphasizes: "Cultural education refers to guiding people toward correct cultural choices during cultural inheritance and innovation processes, transforming social culture into individual culture, thus realizing self-improvement and transcendence." It is clear from these perspectives that education and culture have a close relationship: people utilize culture to educate others, with culture as educational content, the educational method, and people as the educational subjects. Education, through culture's permeability and infectiousness, subtly promotes holistic personal development.

In conclusion, the cultural educational function of campus slogans refers to the effects and benefits generated by campus slogans as cultural symbols within the educational context. Campus slogans represent external symbols and explicit carriers of school culture and are concise expressions reflecting the school's educational philosophy and value orientation. By creating specific cultural atmospheres, slogans significantly influence students' knowledge, emotions, intentions, and behaviors, thus holding substantial educational significance. The cultural educational functions of campus slogans are multifaceted, encompassing political guidance, cultural cultivation, emotional inspiration, moral education, behavior regulation, and aesthetic development. From the perspective of cultural content, campus slogans constitute integral parts of material culture, spiritual culture, institutional culture, and behavioral culture; thus, their impacts on students are extensive. They cultivate individuals through visible material culture and guide individuals through internalized spiritual culture—both elements complement each other, jointly dedicated to shaping students' healthy personalities and promoting their comprehensive development.

(2) Review of Domestic and International Literature

Through analyzing domestic and international literature, this study found that research on campus slogans has achieved some results, and scholars have explored campus slogans from diverse perspectives. Scholars not only acknowledge that campus slogans are important educational factors within schools but also recognize their role in school cultural construction, providing references for this study. Nevertheless, the academic research on campus slogans still shows shortcomings and inadequacies overall, with insufficient theoretical discussions and limited depth.

From the research perspective, most studies on campus slogans approach the topic from educational, linguistic, psychological, communication, and ideological-political education perspectives, primarily examining their educational values and linguistic norms. Such research perspectives are relatively singular, lack interdisciplinary integration, have weak theoretical foundations, and largely reflect scholars' practical experiences.

Regarding research subjects, existing studies on campus slogans span various educational stages but mostly focus on primary and secondary school slogans, concentrating mainly on their ideological-political educational functions. Research on university slogans is comparatively scarce, insufficiently deep, and lacks systematic examination.

In terms of research content, many scholars have investigated definitions, classifications, and problems of campus slogans, highlighting existing issues and offering improvement strategies. However, these works often consist of experiential summaries and commentaries, lacking in-depth analysis of the underlying causes of existing problems with campus slogans.

In conclusion, domestic and international scholars' research on campus slogans has limitations, such as unclear conceptual definitions, narrow research perspectives, insufficient investigation into underlying problems, superficial understandings of slogans' educational roles, and a lack of thorough inquiry into their actual educational effects. Clearly, extensive research opportunities remain concerning campus slogans. The present study adopts the students' perspective, focusing on campus slogans' communication and their interactions with students to explore their cultural educational functions and mechanisms. The hope is to provide reference material for promoting campus cultural development and enhancing students' self-education.

4. Current Situation and Issues of Campus Slogans in Universities: A Case Study of X University

(1) Text Coding: Topic Modeling

This study conducted interviews with four students (coded as SFXS-1, SFXS-2, SFXS-3, SFXS-4) based on the interview outline, and qualitative analysis was performed on the interview data using Nvivo 11.0 software. The analysis process followed three key coding steps: open coding, axial coding, and selective coding. Continuous loops of data collection, conceptualization, integration, reorganization, and theoretical extraction were conducted to ensure comprehensiveness, reliability, and validity of the research until theoretical saturation was reached. The qualitative analysis procedure of this paper followed the grounded theory methodology, detailed as follows:

1) Open Coding:

Open coding involves decomposing, comparing, conceptualizing, and categorizing data. Its purpose is to identify similar or related patterns from the original textual data and then classify and name these patterns to determine the concepts and dimensions of the categories.

2) Axial Coding:

Axial coding aims to reassemble data segmented during open coding, identifying relationships among categories as well as between categories and concepts to extract core categories. By examining intrinsic connections among the 13 categories generated through open coding, this study distilled four main categories: attention to slogans, attitudes towards slogans, cultural relevance of slogans, and expectations regarding the educational functions of slogans. The results of open and axial coding are presented in Table 1.

3) Selective Coding:

Selective coding involves selecting a core category from the identified conceptual categories, then focusing the analysis on concepts and categories related to that core category. This study examined logical relationships among the categories, thereby constructing a theoretical model concerning factors influencing the educational function of campus slogans. It found that students' expectations regarding the educational functions of slogans were influenced by their attitudes toward slogans and the cultural relevance of these slogans. Furthermore, the realization of the educational functions of slogans faced challenges, including inherent problems in slogan design and management, as well as differences in individual student cognition.

4) Theoretical Saturation Test:

Throughout the data collection and analysis process, theoretical sampling was continuously employed. Initially, the theoretical model was constructed based on part of the interview data, after which new data were collected and analyzed to refine the model. This iterative process continued until no new concepts or categories emerged, signifying theoretical saturation.

Table 1. Results of Open Coding and Axial Coding

Main Category	Category	Initial concept
Attention to Slogans	Attention to location	Slogans placed in locations such as libraries, cafeterias, classroom buildings, playgrounds, lawns, dormitories, and areas near gardens and lawns are more easily noticed.
	Attention to reason	Factors such as prominence, aesthetic quality, environmental relevance, and longer viewing duration contribute to attention toward slogans.
Attitudes Toward Slogans	Degree of preference	Like, neutral, unclear.
	Suggestion for improvement	Content, form, placement.
Cultural Relevance of Slogans	Cultural representation	Reflecting the cultural characteristics of the school, partially reflecting the school's cultural orientation.
	Cultural heritage	Limited effectiveness.
Expectations of Educational Functions	Existing problems	Formalistic, lacking attractiveness, lacking innovation in content, not aligned with students' psychological characteristics, not prominent, uninteresting.
	Expected influence	Behavioral level, cognitive level, participation in design.
	Ideal design	Design specific to contexts, content aligned with reality and audience, diverse forms.

(2) Text Analysis: Model Deconstruction

1) Attention to Campus Slogans

Students' attention to campus slogans is influenced by various factors. The locations where students notice slogans are closely linked to their daily routines on campus, while the reasons for paying attention to slogans relate to the characteristics of the slogans themselves and their surrounding environment.

Regarding the locations of slogan attention, students tend to notice slogans in frequently visited campus areas such as the library, cafeteria, teaching buildings, playgrounds, lawns, dormitories, and garden spaces.

SFXS-1: "Usually during class breaks, I notice famous quotes displayed in classrooms. Also, I notice slogans in areas I frequently visit, such as the cafeteria or the lawns beneath teaching buildings."

SFXS-2: "I often see them inside teaching buildings, classrooms, corridors, or even in corners; there are also some on the cafeteria lawns."

SFXS-3: "Usually, it's places where I stay for a long time. For example, in the library, where I sit for extended periods, or in the cafeteria, where there's always a very visible sign right in front of me."

SFXS-4: "Sometimes, if I pass a certain place frequently and there's a distinctive slogan, I'll remember it. For instance, near the dormitory buildings, gardens, lawns, or cafeteria corridors—there are often slogans on walls there."

These places are central to students' study, daily life, and leisure activities. Longer stays at these locations provide ample opportunities for slogans to enter students' field of view and draw their attention.

Regarding reasons for slogan attention, the visual prominence, aesthetic design, and environmental relevance of slogans are key factors that attract students' notice.

SFXS-1: "Sometimes, if a slogan is particularly striking, you'll notice it immediately. Or you may casually see it. If its presence seems meaningful, you'll take a second look or read it carefully; also, if it's beautifully designed, it will catch your attention."

SFXS-3: "When entering the library, there is a notice saying it will close at 6 p.m. on Friday afternoons. There are also slogans about not occupying seats or protecting personal property. In the cafeteria, there are slogans about cherishing food."

Visually prominent and aesthetically appealing slogans quickly capture students' attention, stimulating their curiosity and willingness to read. Slogans closely related to the surrounding environment naturally blend into the students' visual field within specific contexts, making them more noticeable. Additionally, extended periods spent by students in particular areas increase their exposure to slogans, inadvertently making slogans a regular part of their visual experiences.

2) Attitudes Toward Campus Slogans

Students' attitudes toward campus slogans are diverse, influencing their acceptance of slogans and providing directions for improvement.

Regarding degree of preference, some students hold positive attitudes, recognizing slogans' value and meaning:

SFXS-2: "I quite like them. I think some slogans make sense and have a philosophical touch, prompting deep thought."

SFXS-3: "I like them because they encourage everyone to behave better."

These students appreciate slogans' philosophical meanings or positive effects on campus environments and personal behavior. However, some students have neutral attitudes:

SFXS-4: "I'm neutral. On the one hand, they serve as decorations and prevent the environment from feeling monotonous. On the other hand, I think they're ineffective, overly formalistic."

These students view slogans primarily as decorative elements, acknowledging their role in beautifying the campus while questioning their practical effects.

When suggesting improvements, students emphasized three aspects: content, form, and posting locations. Content-wise, students generally believe slogan content should be improved to increase attractiveness and practicality:

SFXS-1: "No significant issues, but perhaps slogans could be more contemporary. For example, adding recent inspiring stories like 'Top 10 Most Inspiring People in China' could enrich content and inspire students."

SFXS-2: "The content usually conveys meaningful, motivational maxims. But younger students, particularly in universities, are more interested in novel things. Content or presentation methods should be more innovative."

SFXS-3: "They could add explanations that are easy to understand. More engaging content would be better because overly formal slogans don't arouse interest."

SFXS-4: "Make the slogans more relatable to daily life, or add some humor or abstraction so they're memorable."

Students expect slogans to reflect contemporary issues, integrate novel and engaging elements relevant to students' daily lives and popular culture, explain obscure content clearly, and avoid outdated, overly formal, or monotonous styles.

Regarding form, students recommend diverse presentation methods to enhance visual appeal and attractiveness:

SFXS-2: "They could use brighter and more vibrant colors, like red, yellow, blue, or contrasting combinations, attractive to young people. Beautiful backgrounds might prompt students to read the content."

SFXS-3: "The form could include richer colors—not just white and blue. Shapes don't always have to be rectangular—maybe add characters or something similar."

SFXS-4: "I'd search for abstract or quirky slogans on platforms like Xiaohongshu, presenting them like WeChat chat interfaces to appeal to students' curiosity."

Suggestions include vibrant colors, unique shapes, popular interface styles (such as WeChat chats), and catchy, quirky slogans, enhancing visual creativity and uniqueness, allowing slogans to stand out and capture students' interest.

Regarding posting locations, students suggest more strategic and visible placements to broaden slogan visibility:

SFXS-3: "Besides teaching buildings and cafeterias, slogans in dormitories are scarce and less impressive. Dormitories, roads, playgrounds, and restrooms could have more slogans."

SFXS-4: "Some slogans aren't noticeable—like warnings about picking flowers, I've never seen them clearly. Some dangerous places also lack visible signs; for instance, I haven't noticed signs around the lakeside."

Students suggest that besides common areas like teaching buildings and cafeterias, more slogans should be placed in dormitories, roads, playgrounds, and restrooms, ensuring visibility in every corner of campus and avoiding unnoticed slogans due to inconspicuous placements. This would allow slogans to more effectively communicate their messages.

3) Cultural Relevance of Slogans

Regarding the connection between campus slogans and school culture, interviewed students recognize a certain relationship, yet believe there's room for improvement in cultural inheritance.

Students agree that campus slogans partially reflect the school's cultural characteristics and developmental direction:

SFXS-1: "I think campus slogans are part of school culture. When schools choose slogans, their selection usually reflects the school's cultural development. For example, our school frequently selects famous quotes to inspire everyone. This highlights our diligent, simple school spirit, embodying perseverance and academic integrity."

SFXS-2: "Campus slogans partially reflect the school's identity and cultural orientation. For instance, X University has a strong humanistic atmosphere, especially noticeable in literature and humanities. Most slogans I notice in classrooms are quotes by philosophers or profound thinkers."

SFXS-4: "I think they partially reflect it. For example, our school trims bushes into words such as 'Independent in Southwest, Leading Everywhere.' It is meaningful and clearly emphasizes our school's style and characteristics."

Famous quotes in slogans reflect the school's emphasis on academic excellence and moral education, showcasing a diligent, simple school spirit. Unique environmental slogans (such as bushes trimmed into slogans like "Beware of Snakes" or "Independent in Southwest, Leading Everywhere") visually highlight school style and uniqueness, becoming external symbols of campus culture. These slogans offer students and outsiders initial insights into the school's cultural values.

However, although slogans have some value in demonstrating school culture, their effectiveness in cultural inheritance remains limited:

SFXS-1: "I think they subtly influence people, acting as a hidden curriculum. Although there's no explicit requirement to pay attention, students noticing these specially placed slogans are being influenced."

SFXS-2: "Campus slogans help students become aware of the school's culture. But regarding cultural inheritance, their role isn't substantial. Many students rarely pay significant attention to these slogans."

SFXS-3: "I feel slogans haven't reached the level of effectively inheriting school culture. A few simple slogans aren't deeply impactful, nor do they significantly foster cultural inheritance."

Most students encounter slogans unintentionally and seldom reflect deeply on their cultural meanings, causing slogans to have a minimal lasting impression. Thus, slogans are not effectively conveying school culture to students, hindering genuine understanding, acceptance, and cultural inheritance. This suggests campus slogans require further optimization to enhance their influence and appeal.

4) Expectations for Educational Functions

Students have expectations regarding the educational functions of campus slogans, simultaneously pointing out existing problems. These expectations and issues reflect students' concerns about slogan quality and effectiveness.

Current campus slogans face numerous issues affecting their educational functions:

SFXS-1: "They could align more with contemporary times. Classroom slogans could include recent inspirational stories like the 'Top 10 Inspiring People in China.' Content could be richer."

SFXS-2: "While existing slogans are meaningful, young people prefer novelty. Content and presentation methods could use innovation."

SFXS-3: "They're outdated, especially classroom slogans. Colors are dull, making them unnoticeable. Classroom slogans, despite aiming to educate or inspire, are often difficult to understand or not very impactful. Also, the library still has pandemic-era slogans, which should be updated."

These issues include outdated content, insufficient maintenance, monotonous forms, lack of appeal, misalignment with students' psychological characteristics, unclear positioning, and difficulty in comprehension. Content overly relies on traditional maxims and quotes lacking contemporary relevance and innovation, making it hard to resonate with students. Visually, monotonous colors and standard shapes fail to attract students. Poorly positioned slogans go unnoticed, and slogans too abstract or obscure prevent effective communication of educational intent.

At a behavioral level, students hope slogans positively influence their habits:

SFXS-1: "The slogan in the cafeteria, 'Cherish Food,' significantly influences my behavior. If there's a visible slogan nearby, I consciously avoid wasting food."

SFXS-2: "The cafeteria slogan, 'Clean Plate Campaign,' subconsciously encourages me to finish my food."

SFXS-3: "I pay attention to slogans encouraging cleanliness in the cafeteria and etiquette in the library, reminding me to not occupy seats excessively and to remain quiet in the health clinic."

SFXS-4: "Classroom discipline slogans remind me not to play with my phone during classes or cheat during exams."

For example, slogans like "Cherish Food" encourage students to reduce food waste; library slogans promote public etiquette; health clinic slogans encourage quietness; and classroom discipline slogans guide students' academic behavior. Additionally, students desire slogans to provide emotional value, encouraging positive emotional reactions and acceptance of the slogans' messages:

SFXS-4: "If slogans are humorous or uplifting, I'm more likely to respond positively. After a long day of classes, restrictive slogans provoke resistance. Humorous or abstract phrases would be more effective."

On a cognitive level, students hope slogans enhance their understanding and broaden their perspectives through inspirational stories or meaningful content:

SFXS-1: "Remembering long quotes is unrealistic. Short, inspiring stories or phrases with meaningful insights would be more impactful."

Additionally, some students expressed willingness to participate in slogan design, believing it would better reflect students' needs and interests:

SFXS-3: "Let students participate in designing and selecting slogans they find interesting."

Students, as primary stakeholders in campus life, have direct insights into campus culture and their personal needs. Their involvement would make slogans more relevant, appealing, and effective.

Regarding ideal design, students emphasize tailoring slogans to different contexts:

SFXS-1: "Ideally, slogans should match their contexts and intended audiences. Academic slogans should fit teaching environments, while outdoor slogans should be vibrant, engaging, and reflective of youthful campus life."

SFXS-2: "Slogans should match their surroundings—fitness slogans at playgrounds and reminders to stay attentive in classrooms."

In teaching buildings, slogans should emphasize academic rigor, conveying scholarly ideals and good study habits through concise designs and classic styles. In outdoor areas like playgrounds, slogans should embody vitality and youthful energy, encouraging active participation in sports and campus life, employing bright colors and lively designs. In living areas such as cafeterias and dormitories, slogans should reflect everyday student life, promoting themes like healthy eating, social etiquette, and interpersonal relationships in warm, relatable designs.

Additionally, slogan content should align closely with students' realities and psychological needs, incorporating contemporary elements:

SFXS-1: "Slogans should reflect university students' psychological states and current events."

SFXS-3: "Slogans should remind and inspire students, closely relating to their daily lives."

For instance, slogans can highlight social issues (environmental protection, charity, innovation), address practical challenges students face (academics, social life, employment), and incorporate pop culture elements familiar to students.

Lastly, diversity in design forms is essential, enhancing visual appeal:

SFXS-2: "Designs should be more visually appealing, avoiding dull black-and-white texts. Bright colors and contrasting combinations could attract attention."

SFXS-3: "Colors could be more varied, shapes less conventional, and designs might even feature playful illustrations."

Students have high expectations for slogans' educational functions, hoping for improvements in content, form, and placement. They want slogans to better meet their needs in learning, daily life, behavior development, and cognitive growth, and seek active participation in slogan design to enhance their relevance and effectiveness. Universities should fully consider student feedback to create high-quality, distinctive campus slogans, thereby supporting students' growth and fostering campus cultural development.

5. Research Conclusions

Through interviews with students from X University, this study deeply explored the current status of the cultural educational functions of campus slogans in higher education and reached the following conclusions:

(1) Attention to Slogans is Influenced by Environmental and Personal Factors

Students' daily campus routines significantly influence their attention to slogans. Slogans located in areas frequently visited by students—such as libraries, cafeterias, and classroom buildings—are more easily noticed due to prolonged exposure and their relevance to students' study and daily needs. The characteristics of the slogans themselves also matter: visually prominent, aesthetically pleasing, and environmentally relevant slogans attract students' attention, sparking their reading interest. This suggests that attention to slogans results from an interplay between environmental factors and personal perception.

(2) Students' Attitudes are Diverse and Highlight Needs for Improvement

Students have varied attitudes towards campus slogans: some acknowledge their value, while others remain neutral. This diversity reflects differences in slogan design and message delivery. Students' suggestions for improvement cover content, form, and placement, indicating that they desire slogans that are practical, creative, and broadly visible. These suggestions offer clear directions for enhancing slogans and highlight current inadequacies in meeting student needs.

(3) Connections Between Slogans and School Culture Need Strengthening

Campus slogans partially reflect the school's cultural characteristics and developmental direction, yet their effectiveness in cultural inheritance remains limited. Most students only superficially perceive slogans without deeply engaging with their underlying cultural meanings. Consequently, the methods of cultural transmission need innovation, and slogans must deepen their cultural content to foster genuine student identification and inheritance of school culture.

(4) Educational Functions are Constrained by Existing Problems, but Expectations Remain High

Current campus slogans face issues related to content, form, and management, restricting their educational effectiveness. Nevertheless, students maintain high expectations for slogans, hoping they can positively impact behavioral norms and cognitive development. They express interest in actively participating in slogan design. This indicates students recognize the potential value of slogans, providing motivation and insights for enhancing their educational functions.

(5) Implications for Campus Culture Construction

Universities should emphasize the cultural educational functions of campus slogans, integrating them as vital elements of campus cultural development. In slogan design, universities must carefully consider student needs, school cultural characteristics, contemporary trends, and student interests, creatively innovate forms, and strategically position slogans for maximum visibility. Meanwhile, improved management and regular updating of slogans are necessary to maintain their timeliness and attractiveness. By optimizing slogans, universities can foster a positive, culturally rich campus atmosphere conducive to students' comprehensive growth.

This research systematically explored the current status of the cultural educational functions of university campus slogans through theoretical review and empirical investigation. It analyzed multiple dimensions—from student attention and attitudes to connections with campus culture and expectations for educational functions. Findings reveal the complex and diverse influences slogans have on students' campus life: student attention arises from interactions between environmental and personal factors; student attitudes indicate multidimensional demands for improvement; the connection with campus culture needs deeper development; and although current slogans face numerous problems, they embody students' high expectations for educational value.

Campus slogans hold a unique position within university education systems, playing an irreplaceable cultural educational role. Universities must recognize slogans as potent instruments for achieving cultural educational objectives. In future campus cultural development, universities should adopt a student-centered approach, comprehensively optimizing the slogan system through thoughtful design, management, and dissemination. With sustained efforts, campus slogans can achieve comprehensive improvements—from form to content, from surface expression to deeper meaning—thus fully realizing their cultural educational potential. In subtle yet profound ways, slogans can nourish students' spirits, shape their characters, and assist universities in cultivating well-rounded individuals with profound cultural foundations, innovative spirits, and strong social responsibility. Ultimately, campus slogans can significantly enhance campus cultural inheritance and innovation, becoming a vital force that invisibly promotes students' comprehensive development and continuously fuels vibrant university education and cultural advancement.

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