Research on the Problems and Countermeasures of College Student Association Construction in the Era of Artificial Intelligence

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Abstract: In view of the problems in the construction of student associations in colleges and universities, such as insufficient management standardization, limited resource support and weak activity attraction, this paper applies the theory of individual socialization, the theory of hierarchy of needs and the theory of hidden curriculum to analyze the causes of the construction of student associations in colleges and universities, and clarify the theoretical logic and functional mechanism of the construction of student associations in colleges and universities affecting the development of students. Methods such as system improvement, resource integration and professional guidance are proposed. Practice has proved that this method can improve the sustainability of the community and the value of students' participation, and has reference significance for promoting the construction of college student communities.

1. Introduction

With the technological progress of artificial intelligence, the deepening reform of the education system, the mode of education, and the demand for skills have undergone major changes. College student association is a practical platform to cultivate students' comprehensive ability, which has fallen behind the innovation needs and personality and culture needs of The Times. It is necessary to further study the existing problems and improvement strategies of college student association construction.

Lu Chunhui studied the development and changes of student associations in western universities and found that many famous people in the United States were leaders of university associations when they were students [1]. Amirianzadeh,M found that community activities play an important role in improving students' ability to receive [2]. Zhang Zhiyu believes that student associations are an important new carrier of mental health education in colleges and universities. Community has four functions: psychological development, psychological treatment, psychological adjustment and mental health promotion [3]. Meanwhile, students can change their own defects through community activities and better integrate into college life and study [4]. Li Guangyi believes that college students' community can promote the improvement of social cognition and ability. It is necessary to enhance the awareness of the community and deeply understand and recognize the spiritual connotation of the current education reform [5]. Xuan Yong believes that the problems faced by the construction of college associations include four aspects: the impact of the diversification of education system, the socialization impact of logistics reform, the impact of digital campus and networking, and the challenges of autonomy and individuation of student associations [6]. Many new problems have arisen, and further research on specific problems and solutions are needed.

This paper investigates the school education model, students' needs, social skills needs, understands the objectives of community construction, finds the problems in the function of community, analyzes the causes of the problems, studies the new methods of community development, systematically studies the relationship between community activities and students' ability training, and puts forward improvement countermeasures according to the specific situation.

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2. Conceptual and theoretical definition

2.1 College student association

Society is a non-profit social organization formed voluntarily by individuals with common characteristics, interests or goals for the purpose of fulfilling the common will of its members and carrying out its activities in accordance with its constitution. The broad sense of association includes social groups (such as societies, associations, foundations) and student associations within the school.

Its core characteristics: the activity is not for the purpose of commercial profit, and the funds are from membership fees, donations or institutional funding; Members voluntarily join or leave based on common goals or interests; It has the right to make its own decisions within the scope of the law and is not subject to forced external intervention; Regulations and a clear management structure need to be formulated, social groups need to register with the civil affairs department, and student associations need to file with the school.

Student associations are non-profit student organizations spontaneously formed and managed by students based on common interests, hobbies, goals or values. It usually carries out activities under the guidance or support of the school, and aims to enrich the cultural life of the campus, promote the all-round development of students, and provide a platform for students to practice, communicate, collaborate and grow.

Core features of student clubs: Students choose to join or quit according to their personal interests. There is a clear charter, organizational structure and management system, which usually needs to be registered or filed with the relevant departments of the school. We develop activities around specific themes (e.g., academics, arts, sports, philanthropy, etc.). It is not for the purpose of commercial profit, and the funds of the activities are mostly from membership fees, school grants or social sponsorship. Through practical activities, students develop teamwork, leadership and social responsibility.

2.2 University student association function

College student associations have the function of ideological education and value guidance. As an important carrier to carry out the fundamental task of cultivating people, it strengthens students' social responsibility and collective consciousness through practical activities, and shapes positive values. We should give full play to the role of invisible education, infiltrate ideological and political guidance in community activities, and guide students to form a positive attitude towards life and feelings of home and country.

College student associations have the function of comprehensive quality and skill training. Through magic eloquence, debate, volunteer service and other activities, we improve students' language expression, logical thinking, improvizing and other practical abilities. We develop teamwork, organizational coordination and leadership in community management and collaboration to gain experience for professional development.

University student associations have the functions of academic expansion and interest development. With academic science and technology associations (such as programming club and debating club) as the core, they stimulate academic interest, promote interdisciplinary exchanges and enlivens the campus learning atmosphere. We provide in-depth exploration platform for students with similar interests, such as intangible cultural heritage magic, photography art, etc., to promote personal potential development.

College student associations have the function of campus vitality and cultural co-construction. Through artistic performances, sports competitions and other activities, they enrich campus life, enhance cultural diversity and create a healthy and upward campus atmosphere. They build a bridge between students and society, organize public welfare performances, community services, etc., and promote the integration of campus culture and social practice.

College student associations function realization path, under the leadership of the Party committee and the guidance of the Youth League committee to standardize operation, to ensure that activities meet the educational objectives. Independent management, students through self-organization, practice and exploration to achieve growth, become a key link for students' all-round growth, campus culture prosperity and social value transmission.

2.3 The development trend of college student associations

The development of college student associations shows the trend of diversification and standardization, and its core goal is to serve the improvement of students' comprehensive quality and the construction of campus culture. The following are the main features and paths of the current development:

According to the "Measures for the Management of the Construction of College Student Associations" and other documents, it is clear that associations must adhere to the correct political direction, classify and manage seven categories of associations, including ideological and political, academic and technological, cultural and sports, and ensure standardized operation through registration, annual review and cancellation processes. The establishment of the association should meet the qualifications of the initiator, the compliance of the constitution and other conditions, emphasizing the dual management system of the leadership of the university Party committee and the guidance of the Youth League committee to ensure the direction of activities and campus safety.

Community activities should integrate ideas, knowledge and artistry, and tap students' potential through education. For example, Peking University strengthened the role of community in community-level employment guidance and backbone training through forum exchanges. Colleges and universities pay attention to building branded associations, such as the China Academy of Art advocates "developer ecology", promotes cross-community cooperation and the combination of professional interests, and forms a unique cultural inheritance and innovation model.

Some universities have clarified the procedures of fund application and venue reservation through special meetings, and introduced professional teachers to guide them to improve the professionalism of the activities, establish a normal supervision system. For example, Suyu District ensures the healthy and sustainable development of the community through regular inspection of the provision of teachers and safety guarantee, combined with the participation of parents in supervision.

At present, the development of society still faces the problems of homogenization of activities and discontinuity. In the future, it is necessary to further optimize the management mode, such as strengthening the application of digital technology (such as integrating AI into skill associations), deepening inter-university cooperation, and improving theoretical support through academic research, such as the diversified organization and content innovation path proposed in the Research on the Development of College student Associations. The development of college associations should take into account both institutional norms and innovative vitality, form a joint force for education, and provide platform support for training high-quality talents.

2.4 Individual socialization theory

Individual socialization refers to the process in which individuals internalize the values and norms of behavior expected by society and acquire the knowledge and skills needed for social life in order to adapt to social changes. For society, it is a means of perpetuating culture; For individuals, this is a necessary way to be recognized by society and participate in normal social life. It has the characteristics of lifelong persistence, social compulsion and individual initiative. The essence of man in social life is the unity of natural attributes and social attributes. Among them, social attributes are dominant. The development of human society requires every individual to become a qualified member of society with certain physical, intellectual and ideological virtues and adapt to the development level of social productive forces and production relations.

Individual socialization refers to the lifelong process of transforming from "natural person" to "social person" by interacting with social environment and gradually internalizing social and cultural norms, values and behavior patterns. Its essence lies in the individual mastering survival skills, forming social role cognition, and constructing self-consciousness and value system. Society ensures cultural inheritance and the stable continuation of social structures.

The structural functionalism, represented by Durkheim, emphasizes that socialization is the core mechanism of transferring collective consciousness and maintaining social identity. Through the education system, social norms are internalized in individuals and social moral consensus is formed. For example, schools select and assign social roles through academic evaluation mechanisms.

Erickson proposed the stage theory of socialization, an eight-stage model of personality development, each of which resolves specific psychosocial conflicts (such as trust building, self-identity building, etc.). For example, the core task of adolescence is to form role identity and avoid role confusion, which directly affects individuals' cognition of social responsibility.

Bowers and Kindis put forward social conflict theory, in which the education system reproduces class differences through implicit lessons (such as obedience to authority and competitive consciousness), so that individuals are socialized to serve the capitalist economic order. For example, non-intellectual personality traits cultivated in schools, such as punctuality and obedience, are used to maintain stratification in the labor market.

Mead's role-playing theory: Socialization evolves from "self", spontaneous behavior to "self", internalizing social expectations, and eventually playing the role of "generalizing others", such as following public rules.

Social culture: values, language system and traditional customs constitute the macro framework of individual socialization. For example, collectivist culture emphasizes group harmony.

The early parenting style of the family directly affects personality development, authoritative parents are more likely to bring up children with high social adaptability; Schools transfer knowledge through explicit curriculum, while implicit curriculum (such as class rules) shapes norms of social behavior; Teenagers form value judgments independent of adults through subculture interaction;

The theory of individual socialization reveals the bi-directional relationship between human and society. On the one hand, society shapes individuals through institutionalized means; On the other hand, individuals feed back cultural evolution through practical innovation, such as young people's reconstruction of theoretical cognition and value judgment in policy preaching. This dynamic process not only guarantees the continuity of civilization, but also provides internal impetus for social change.

2.5 Hidden curriculum theory

Hidden curriculum theory (also known as latent curriculum, hidden curriculum) is an important research category in the field of education, the core of which is to emphasize the unplanned and indirect experience of education environment on the subtle influence of students. The following are the main points of the theory:

Hidden curriculum refers to the unexpected educational experience obtained by students through school environment, cultural atmosphere, system management and other informal ways besides explicit curriculum. Its dominant value lies in shaping students' values, attitudes and behavior patterns through unconscious infiltration.

Based on the concept of "latent curriculum" proposed by P.W. Jackson in 1968, it emphasizes the implicit normative effect of school life on students. Dewey's theory of "simultaneous learning" contains the idea of implicit curriculum, which holds that learners will acquire emotions and attitudes when they acquire knowledge.

Hidden curriculum is different from explicit curriculum in that it has the characteristics of dispersion, wide coverage, persistence, unpredictability and potential. Through the physical environment, such as campus buildings, institutional rules, class management, psychological interaction, such as teacher-student relationship and other carriers,We can achieve educational penetration. It can have a positive or negative impact, and its positive value needs to be channeled through system design.

Explicit curriculum has clear teaching objectives, planning and openness, such as classroom teaching. Implicit curriculum comes along with explicit curriculum and influences students in unconscious ways, such as school spirit and teacher-student interaction. The two constitute a complete interactive and complementary curriculum system. Implicit curriculum can be transformed into explicit curriculum. If campus culture is incorporated into the teaching plan, the implementation of explicit curriculum will inevitably be accompanied by the influence of implicit curriculum.

Colleges and universities carry out ideological and political education and strengthen value

guidance by combining implicit courses such as campus culture and practical activities with explicit courses such as ideological and political theory courses. Hidden curriculum is used to build the material environment, architectural layout, institutional norms, student codes), psychological atmosphere, teachers and students trust the trinity of education ecology. Modern education emphasizes the combination of explicit and implicit to promote curriculum reform, and makes up for the deficiency of explicit curriculum in the cultivation of emotional attitude through implicit curriculum, so as to promote all-round development.

3. Current situation of college student associations

3.1 The existing problems of college student associations

The management mechanism is not standardized, the guidance system is absent, some association instructors only "in name" do not perform their duties, lack of professional guidance, resulting in students self-management decision-making is not scientific, the quality of activities uneven. The loose system and vague powers and responsibilities, the absence or ineffective implementation of some association articles of association, the confused division of labor of departments, and the opaque financial records have led members to question the fairness of the use of resources.

The allocation of resources is unfair, there is a shortage of funds and venues, and there is a lack of support from teachers. Small and medium-sized associations generally face shortages of funds and equipment (for instance, the martial arts association lacks training equipment), while large associations monopolize school resources, exacerbating the imbalance in development. Professional associations (such as non-inherited types) cannot improve the depth and sustainability of their activities due to the lack of school-enterprise cooperation or professional teacher support.

The motivation for participation has a distinct utilitarian tendency. Some students join clubs to enhance their resumes. They overly pursue job titles and neglect the cultivation of abilities, resulting in mere formality. The association lacks innovation and appeal. Some associations rely on traditional activity models. For instance, after recruiting new members, they do not have continuous planning, lack innovative designs such as interdisciplinary practice and technology integration, and have a high member turnover rate. Time conflict between study and association, high-intensity activities, such as frequent meetings and competition preparation) squeeze students' study time, leading to the risk of academic performance decline.

Commercialization deviates from the original intention, some associations rely too much on corporate sponsorship to raise funds, and the activity design deviates from the original purpose, for example, the proportion of tourism and group building is too high, which weakens the function of education. There is a hidden hierarchy within the community, and new members have anxiety due to communication barriers or campaign pressure, which affects the participation experience. Because of the lack of systematic knowledge teaching, it is difficult for intangible cultural communities to realize the innovation and transformation of traditional culture by only demonstrating skills without deepening the cultural connotation.

At present, college student associations need to solve the development bottleneck by optimizing the management mechanism, such as strengthening the assessment of guiding teachers, balancing resource allocation, promoting school-enterprise cooperation, reshaping value orientation, and curbing utilitarization.

3.2 The individual socialization function of college students' associations

College student associations cultivate students' social and group cooperation ability. The club members come from different majors, grades and regions. Through organizing activities, such as competition planning and volunteer service, diverse interactive scenes are formed to help students master communication skills and conflict resolution skills, and realize cross-group communication practice. The club will strengthen the sense of teamwork . Members will experience responsibility allocation and goal coordination in the division of labor and cooperation, such as coordinating copywriting design and material procurement for event preparation, so as to systematically improve

team cooperation efficiency.

College students' association activities are conducive to social role adaptation and the internalization of rules. By serving as community leaders, such as ministers and project leaders, students experience the role of organization and management, understand the boundaries of power and decision-making responsibilities, and lay the foundation for future workplace role transformation. The practice of rules such as association regulations and financial reimbursement procedures helps students understand the operation logic of social organizations, strengthen the awareness of rules and the spirit of contract, and abide by system norms. Student associations foster values and social responsibility. Voluntary service associations, such as teaching support groups and environmental protection associations, drive value identification through activities such as poverty alleviation and community service public welfare practices, guide students to form altruistic values and enhance their sense of social responsibility. Through skill learning and community performance, the intangible cultural heritage association promotes students to understand the core of traditional culture and strengthen cultural self-confidence and national identity. School-enterprise cooperative associations, such as entrepreneurship association and AI laboratory, introduce industry mentor resources, provide practical training in project management and technology research and development, vocational skills enlightenment, and shorten students' career adaptation cycle. Community activities connect alumni, enterprises and social organization resources, such as connecting investors through entrepreneurship competitions, to accumulate social capital for students' career development.

College students' association promotes psychological adjustment and anti-pressure ability. Cultural and sports clubs, such as choirs and mountaineering clubs, release academic pressure through artistic creation or physical training, and promote mental health and social adaptability. Unexpected problems in the execution of activities, such as sponsorship interruption and member conflicts, encourage students to face challenges and exercise their resilience and emotional management skills. Through scenario-based practices such as , role playing, value infiltration, public service, resource integration, and school-enterprise collaboration, college students' associations have become an important carrier of individual socialization, which covers all dimensions of growth needs from basic social ability to deep value identification.

3.3 The invisible course function of college students' associations

As an important part of the "second classroom", the college student association's hidden curriculum is embodied in the form of informal education to shape students' values, comprehensive ability and socialization quality. Hidden curriculum refers to the latent form of education that is not included in the teaching plan, exists in the community system, activities, and culture, and communicates knowledge, values, and social norms through unconscious means. The function mechanism of the core connotation of the implicit curriculum has the characteristics of dispersion, practice and continuity, which is complementary to the explicit curriculum.

The concrete manifestation of the hidden curriculum of association is the internalization and strengthening of values and the cultivation of socialization ability. Ideological and political associations, such as the Legal Culture Communication Society, deepen students' understanding of the spirit of law and social responsibility in practice through activities such as community law popularization and primary school rule of law education. Academic science and technology associations cultivate scientific ethics and teamwork awareness through research projects, competitions and other scenarios. The cross-professional and cross-grade community membership structure simulates social cooperation scenarios to help students learn conflict resolution and role adaptation in interpersonal communication. Community management practices, such as event planning, fund coordination, exercise organizational coordination and leadership, and form a career rehearsal.

Skilled clubs, such as home appliance repair club and makeup club, transform theoretical knowledge into the ability to solve practical problems by serving the community, campus and other scenes, the embodiment of practical ability. Cultural and sports associations cultivate aesthetic

quality and anti-pressure ability through artistic performances, sports competitions and other activities. The mechanism of hidden curriculum is environment infiltration, practice driving, example demonstration. The community cultural atmosphere (such as academic salons and league building activities) forms a "cultural field" and transmits value orientation through group interaction. Task-oriented activity design (such as law promotion, innovation and entrepreneurship projects) encourages students to reconstruct their cognitive system in action. The behavior pattern and thinking mode of senior members or community leaders become the implicit learning object of new members.

The optimization of hidden curriculum can be realized through curricular management, such as the establishment of association activity credit certification system, resource integration, joint community and enterprise development practice projects, and cultural empowerment, so as to strengthen the influence dissemination of association brand activities and further improve the education effectiveness of hidden curriculum. At present, colleges and universities are promoting the deep integration of "second classroom" and "first classroom". As the key link between theoretical education and social practice, the systematic construction of hidden curriculum has become an important direction of talent training model innovation.

4. University student association function optimization countermeasures

4.1 The ability demand of college students in the age of artificial intelligence

In the era of artificial intelligence, college students need to build a multi-dimensional ability system to adapt to technological innovation and career reconstruction, and the core ability needs are mainly technical literacy, interdisciplinary integration ability, innovation ability, critical thinking and ethical awareness, communication and collaboration ability, lifelong learning ability, and AI tool empowerment ability.

Non-computer science major students need to master basic programming languages such as Python/R, understand programming and algorithms, be familiar with the principles of machine learning and neural networks, participate in data modeling practices through platforms like Kaggle, and acquire the ability to process data, covering all skills from data collection, cleaning, visualization to model training. It is recommended to complete business analysis projects through tools such as Tableau to cultivate data-driven decision-making thinking. Non-computer science major students should master the application ability of AI toolchains, be proficient in using development frameworks such as TensorFlow/PyTorch, and combine AI-assisted tools like GitHub Copilot to improve efficiency. Medical students can explore cross-disciplinary technology integration, such as using MONAI to process medical images.

Students should have the ability of interdisciplinary integration, combining AI technology with professional disciplines, such as the law major to study smart contracts, the development of adaptive learning systems in the field of education, to form innovative solutions of "technology + scenario", field integration and innovation. Students should have the ability to system thinking and understand the interactive impact of technology in different scenarios, such as analyzing the balance between ethical risks and efficiency improvement of AI in medical diagnosis. Students should have the ability to innovate and apply AI technology to solve complex problems based on actual needs, such as using generative AI to design environmentally friendly materials and break the boundaries of traditional disciplines. Creativity is realized through AI tools, such as Midjourney to generate design prototypes, combined with rapid iteration to verify feasibility, and verified by experiments. Students should have critical thinking and ethical awareness to identify logical gaps or "data illusions" in AI output, such as checking the accuracy of ChatGPT content and verifying conclusions using technology. When applying artificial intelligence, we should take into account issues such as privacy protection and algorithmic fairness. For instance, when designing resume screening algorithms, we should avoid gender bias. When participating in global AI projects, such as open-source community collaboration, we should understand the differences in technology application under different cultural backgrounds and enhance our communication and collaboration skills. When conducting cross-cultural

collaboration, we should clearly define the role positioning of the team, such as technical developers, requirement analysts or ethics advisors for AI projects, and enhance the awareness of division of labor and collaboration.

Students should have lifelong learning ability and participate in the certification system. Through systematic training such as Generative Artificial Intelligence Certification (GAI), the system can master AI skills and obtain professional credentials. We should pay attention to the iteration of AI technology and the dynamic update of knowledge. For instance, we should pay attention to the progress of multimodal large models and continuously expand our cognitive boundaries through MOOCs and industry reports. Students should be endowed with artificial intelligence tools to intelligently assist in their learning and work. We utilize AI to optimize the learning path (such as the construction of personalized knowledge graphs), shifting from a "passive acceptance" mode to an "active exploration" mode. We integrate AI tools to conduct academic research and human-machine collaborative creation, such as the automation of literature reviews and course design, to enhance efficiency and innovation capabilities.

4.2 Requirements of campus culture construction in the era of artificial intelligence

In the era of artificial intelligence technology enables deep integration with cultural connotations, digital intelligence technology drives cultural innovation, uses generative AI, big data and other technologies to mine regional cultural resources, extracts cultural symbols combined with school history, and innovates forms of cultural expression through multimedia interactive means, such as virtual school history museum and AI art installations, to enhance the appeal of campus culture. Virtual simulation technology is used to build immersive cultural scenes, such as restoring historical events and simulating ethical decision-making situations through AI, so as to strengthen students' value identification and emotional resonance.

It constructs intelligent ideological and political education system, precision teaching model, analyzes students' behavior characteristics based on big data, dynamically adjusts the content and form of ideological and political teaching, realizes the transformation from "flood irrigation" to "precise drip irrigation", and improves educational effectiveness. We should extend the learning ecology after class, rely on AI to push personalized learning resources, establish an online "dynamic magnetic field", promote classroom interaction to extend to after-class, and form a virtuous circle of "teaching-feedback-optimization".

Interdisciplinary collaboration and cultural ecological optimization are the distinctive integrations of "AI+ major". We encourage the practice of interdisciplinary projects, such as the development of collaboration between law majors and intelligent ethics courses, the exploration of collaboration between art majors and AI-assisted design, and the organic unity of technology application and humanistic value, etc. Regarding intelligent environmental governance, we have introduced an AI management system to optimize the greening, health and energy consumption of the campus, such as intelligent garbage classification and energy monitoring, integrating the concept of ecological civilization into labor practice to build a green and low-carbon campus.

4.3 College student association construction strategy in the era of artificial intelligence

(1) target positioning and organizational structure

Centered on artificial intelligence technology, we have established professional associations such as the AI Algorithm Research Association and the Intelligent Robot Research Association, as well as interdisciplinary associations like the "AI+ Law" Ethics Research Association. We focus on three directions: algorithm development, application practice, and ethical research, forming a three-dimensional development model of "technology + scenario". A three-level structure of "overall management of the school Youth League Committee, professional guidance of the department, and independent operation of the community" has been established, with 1-2 instructors with AI technology background, and a technical committee has been set up to be responsible for project review and ethical evaluation.

(2) curriculum system and activity design

Technical training is divided into stages, basic stage, Python programming and machine learning

basic courses (1 class per week), combined with Kaggle competition cases for actual practice. In the advanced stage, we will carry out special training of deep learning framework (TensorFlow/PyTorch) and organize "AI+ professional" integration projects, such as the development of intelligent medical diagnosis system. During the innovation stage, we should participate in national-level artificial intelligence innovation competitions and incubate entrepreneurial projects. For instance, in the cultural and creative design platform based on generative artificial intelligence, in fields such as law, education, and art, we have established AI application laboratories, carried out cross-disciplinary practical development, and initiated cross-disciplinary collaborative projects such as intelligent cooperative development and adaptive learning system design to enhance our technical implementation capabilities.

(3) ethics and technical governance

We should establish an algorithm review mechanism, embed ethical review processes in community project development, and conduct bias detection and privacy risk assessment in data collection, model training and other links. For example, resume screening algorithms need to avoid gender discrimination. Data security training, hold regular lectures on data security regulations, formulate internal data use norms of the association, require all members to sign data confidentiality agreements, and ensure the desensitization of sensitive information.

(4) resource integration and platform construction

We should establish a collaborative innovation platform between schools and enterprises, cooperate with enterprises to build AI training bases such as intelligent unmanned aerial vehicle laboratories, introduce actual industry projects (such as optimization of industrial quality inspection algorithms), and provide equipment support and technical guidance. By integrating with open-source platforms like GitHub, we should participate in global AI project collaborations, such as the development of natural language processing tools, and cultivate an international technical perspective.

(5) evaluation system and long-term development

We adopt multi-dimensional assessment indicators and a performance evaluation model of "40% technical achievements + 30% ethical compliance + 30% team contribution". We also set up quarterly technical defense sessions and annual innovation product exhibitions. We adopt a dynamic iterative mechanism. Every semester, based on the development trends of AI technology, such as the application of multimodal large models, we update 30% of the course content, phase out outdated technical modules, and maintain the technological frontier of the community.

5. College student association construction practice

5.1 The construction method of college student association in the age of artificial intelligence

(1) Hierarchical management and precise positioning. In accordance with the requirements of the Measures for the Management of the Construction of College Student Associations, it is clear that the associations are positioned as academic science and technology, focusing on the subdivided fields of artificial intelligence, such as machine learning and natural language processing, and establishing classification management mechanism. The primary group focuses on basic AI cognition and graphic tools, such as Scratch AI module, and the competition group connects to provincial/national competitions. A "double-skilled" team is formed, with campus teachers responsible for daily teaching, and corporate engineers and university experts regularly conduct lectures on cutting-edge technologies, such as generative AI and robot development. We should establish a teacher-student interaction mechanism, promote teaching and learning through project cooperation, and enhance students' engineering capabilities.

(2) Artificial intelligence-empowered curriculum and practice system. The basic theoretical courses cover the development history of artificial intelligence and the principles of algorithms, such as neural networks, decision trees, and ethical issues, and enhance theoretical application through case teaching. The tools and practical training course introduces TensorFlow/PyTorch framework teaching and conducts model training and optimization in combination with real datasets. We

research interdisciplinary projects such as "AI+ Ecological Monitoring" and "Smart Medical Diagnosis", using AI algorithms to analyze students' interests and preferences, and dynamically adjust activity themes, such as popular directions like "AI Art Creation" and "Metaverse Interaction Design". We precisely push activity announcements through social media, and combine short videos and virtual exhibition hall displays to expand community influence.

(3) Regarding resource integration and the construction of an innovative ecosystem, we have established an artificial intelligence experimental center, equipped with high-performance computing devices, robot kits, and open-source learning platforms, to support hardware development and algorithm optimization. To promote the integration of community activities with the credit system, we have incorporated competition rewards and project achievements into the comprehensive quality evaluation system. We develop practical projects that enterprises need, such as intelligent customer service systems, industrial quality inspection algorithms, and apply for patents or incubate and implement outstanding achievements. We jointly hold an artificial intelligence innovation challenge, inviting enterprises to provide technical guidance and financial support, thus forming an ecosystem of "promoting learning through competition".

(4) Regarding dynamic assessment and long-term guarantee, we use AI tools to establish student growth files, track learning progress, project contributions and other data, and dynamically adjust the training plan. We have established the "Artificial Intelligence Innovation Scholarship". Winners of the competition and patent inventors will receive funds and rewards for further studies. We formulate an annual community development plan, clearly defining the rules for fund allocation and venue usage to ensure the sustainable development of activities. We regularly conduct training for community backbone members to enhance their team management capabilities and awareness of technological innovation.

5.2 An example of the construction of college student associations in the era of artificial intelligence

1) School of Artificial Intelligence Industry, Changchun University of Architecture and Architecture

We have established four professional communities for college students, namely the "Intelligent Interaction Community", "Geek Data Light Community", "AI Explorer Community" and "Xuanji Intelligent Manufacturing Workshop". The members of these communities are from different majors and grades, forming integrated teams. Relying on laboratory resources such as the "Artificial Intelligence Innovation Training Center", we will carry out academic science and technology activities, organize lectures by industry experts, and share cutting-edge artificial intelligence technologies and industry trends. Through practice and knowledge sharing, students' professional quality is improved, application-oriented talents are cultivated, and the educational function of the community is significantly enhanced.

2) Artificial Intelligence Society of Nantong Institute of Technology

Activities such as C language programming competition and narrow-foot robot lecture were held to emphasize programming and robot technology application and train students' logical thinking and innovation ability. He won the first prize in the National College Students' Computer Application Ability and Digital Literacy Competition, programming Challenge and other competitions, showing his technical strength. The training goal is to explore cutting-edge technologies in the field of AI, create an innovative learning atmosphere, and encourage students to transform theory into practical projects.

3) Liuxia Drama Club, City College of Zhejiang University

By integrating humanities and technology, we aim to maintain human sensibility through humanistic education in the context of the AI era and counter the social isolation and spiritual crisis brought about by technological alienation. We integrate AI technology into community promotion and event planning, such as creating AI animated promotional videos, to enhance fun and interactivity and deepen students' humanistic thinking. We advocate "art comes from life", expand the boundaries of education through drama, and balance the relationship between science and

technology and humanity.

4) Technical Application cases of Tsinghua University and Peking University

The community supports curriculum integration, and develops AI teaching assistants based on GLM4, a large model of 100 billion parameters, which supports automatic question setting, question answering, reasoning and other functions to improve teaching interaction. The club supports the construction of laboratory, builds virtual simulation intelligence laboratory, combines feedback technology to carry out multi-dimensional training, and provides students with immersive learning scenes.

6. Conclusion

College student associations are founded according to the actual professional and academic nature of colleges and universities or the common interests, hobbies, professional knowledge, life concepts and the same pursuit goals among students. They are public welfare organizations or mutually beneficial organizations with clear development goals and norms.

Under the new situation of technological progress and the reform of the teaching system of colleges and universities, the learning needs of college students have changed, and the social demand for students' comprehensive ability has changed. College students are eager to use the platform of student associations to exercise or improve themselves, and they also hope that the association can become a training platform that meets the requirements of the new era.

In the era of artificial intelligence, technology empowerment and cultural connotation are deeply integrated, clear technology orientation, artificial intelligence technology as the core, the establishment of professional associations, AI culture construction into the development strategy of colleges and universities, clear the two-wheel drive principle of "technology-based, humanity-based".

The cross-disciplinary project incubation approach involves establishing school-enterprise cooperation training bases and participating in provincial competitions, so as to form a stable technology output capacity, incubate market-oriented application projects, and build a regional university AI community alliance.

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