

An Empirical Study on the Incentive and Recognition Mechanisms for the Creation of Outstanding Online Cultural Works by University Faculty and Students

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Abstract: With the increasing importance of online cultural works in promoting ideological and educational development in higher education, this study aims to explore the underlying mechanisms through which institutional support influences the creation of outstanding online cultural works by university faculty and students. Based on survey data collected from 265 faculty members and students across 60 higher education institutions affiliated with Youth Online values education Studios, this study constructs a structural equation model (SEM) to examine the relationships among creative incentives, recognition criteria, creative motivation and behavioral engagement, and the effectiveness of online cultural works. The results demonstrate that both creative incentives and recognition criteria significantly enhance creative motivation and behavioral engagement, with recognition criteria showing a stronger effect. Creative motivation and behavioral engagement exert a significant positive influence on the effectiveness of online cultural works and function as a key mediating mechanism between institutional support and creative outcomes. Moreover, creative incentives and recognition criteria are positively correlated, indicating their synergistic role in practice. This study concludes that effective development of outstanding online cultural works requires not only incentive enhancement but also systematic improvement of recognition mechanisms and evaluation systems to stimulate sustained creative engagement and strengthen educational effectiveness.

Keywords: Online Cultural Works in Higher Education; Creative Incentives; Recognition Criteria; Creative Motivation and Behavioral Engagement; Structural Equation Modeling.

1. Introduction

With cyberspace becoming an increasingly important arena for values education in higher education, online cultural works have gradually emerged as significant carriers for universities to promote educational development and cultivate students' values. Outstanding online cultural works not only serve functions of value guidance and public communication but also play an increasingly important role in constructing value identity and facilitating innovative expression among young people. Previous studies have shown that high-quality online cultural works can enhance the effectiveness of values education through content presentation and emotional engagement [1]. Meanwhile, research has emphasized the importance of balancing value orientation and communication effectiveness in the development of online cultural works in universities [2]. In the digital era, cultural works have also attracted increasing attention due to their influence on online communication environments and value construction [3]. Therefore, online cultural works have become an essential component of online values education in higher education.

In recent years, universities have actively explored approaches for cultivating outstanding online cultural works through platforms such as online cultural studios and integrated media platforms. Online cultural studios provide important support through resource integration and institutional guarantees [4], while systematic cultivation mechanisms are necessary to improve the quality and sustainability of online cultural work production [5]. Existing studies have further explored the cultivation mechanisms of positive online cultural works in different types of universities, emphasizing the importance of institutional support, organizational coordination, and resource integration [6]. In addition, empirical investigations of university online cultural production practices have demonstrated that

effective content creation requires collaborative participation among institutions, teachers, and students [7]. However, from the perspective of overall development, university online cultural creation still faces challenges, including insufficient innovation capacity and inadequate support mechanisms [8]. Furthermore, the evaluation and recognition of online cultural achievements encounter practical difficulties, such as unclear standards and limited transformation effectiveness during policy implementation [9]. The lack of coordination among cultivation mechanisms and limited resource integration capacity have also become important constraints on the high-quality development of online cultural works [10].

First, research has examined the educational functions of online cultural works. Scholars have mainly analyzed these works from the perspectives of value guidance, educational influence, and communication effectiveness, emphasizing their significance in enhancing value identification and improving educational outcomes [1,2]. Recent studies have further highlighted the role of digital cultural works in shaping online communication environments and strengthening positive cultural influence [3]. These studies provide a theoretical foundation for understanding the functional positioning of online cultural works; however, relatively limited attention has been paid to their production mechanisms and institutional support systems.

Second, studies have explored the guidance and cultivation mechanisms for the creation of online cultural works in higher education. Some scholars have examined institutional approaches for guiding the production of university online cultural works [11], while others have proposed optimizing university students' online cultural production mechanisms through outcome-oriented approaches [12]. Previous research has emphasized the need to summarize and refine practical experiences and operational models for cultivating online cultural works in universities [4,5]. Nevertheless, existing studies have primarily relied on normative analysis and practical experience, with insufficient empirical examination of the underlying mechanisms.

Third, research has focused on the evaluation of online cultural achievements and institutional implementation issues in higher education. Existing studies indicate that the evaluation of online cultural achievements faces challenges

such as deviations in institutional implementation and insufficient transformation effectiveness [9]. Although these studies reveal practical difficulties in the operation of recognition mechanisms, they have not systematically examined how recognition systems influence creators' behaviors and subsequently affect the effectiveness of online cultural works.

In summary, although previous studies have made progress in explaining the functional value and exploring cultivation mechanisms of online cultural works, two limitations remain. First, few studies have incorporated creative incentives and recognition mechanisms into an integrated analytical framework. Second, empirical research remains insufficient, particularly studies employing structural models based on multi-university survey data. Therefore, it is necessary to establish a systematic analytical framework to empirically examine the operational mechanisms underlying support systems for outstanding online cultural works in higher education.

To address these research gaps, this study takes Youth Online values education Studios as the research context and develops a structural equation model based on questionnaire data collected from 265 faculty members and students across 60 universities. The model examines the relationships among creative incentives, recognition criteria, creative motivation and behavioral engagement, and the effectiveness of online cultural works. By analyzing the pathways through which incentive and recognition mechanisms influence creative outcomes, this study aims to provide empirical evidence and theoretical implications for improving institutional support systems for outstanding online cultural works in higher education, thereby contributing to the enhancement of online values education quality and educational effectiveness.

2. Research Method

2.1 Questionnaire Design

This study focuses on the incentive mechanisms and recognition mechanisms underlying the creation of outstanding online cultural works by university faculty and students. Based on this research objective, a questionnaire scale system was developed to measure four key constructs: creative incentives, recognition criteria, creative

motivation and behavioral engagement, and the effectiveness of online cultural works. The questionnaire items were developed through an extensive review of relevant literature and were further adapted based on the practical context of Youth Online values education Studios. Several items were modified and localized to improve the contextual relevance, measurement suitability, and explanatory power of the instrument.

A five-point Likert scale was employed for all measurement items. Responses ranged from “strongly disagree” to “strongly agree” and were assigned scores from 1 to 5, respectively. Higher scores indicated a higher level of agreement with the corresponding statements.

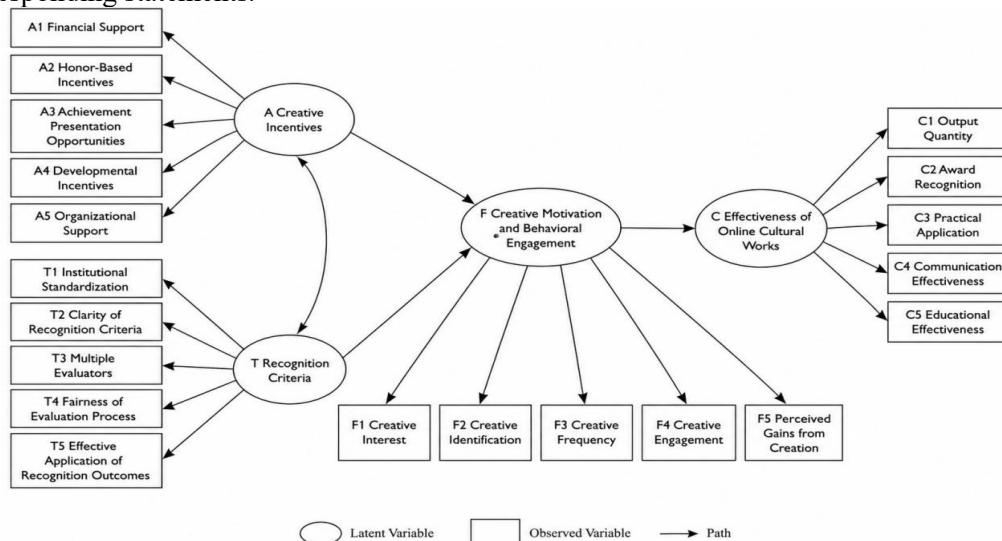


Figure 1. Hypothesized Structural Equation Model

2.3 Sample Source and Data Collection

This study focuses on the incentive and recognition mechanisms for the creation of outstanding online cultural works by university faculty and students. Empirical data were collected through a questionnaire survey conducted among faculty members and students affiliated with Youth Online values education Studios.

A total of 265 valid responses were obtained, with participants representing 60 universities across China. The collected sample provides empirical support for examining the underlying mechanisms through which creative incentives and recognition criteria influence the creation of outstanding online cultural works in higher education.

2.4 Research Model and Hypotheses Development

2.2 Measurement of Variables

Based on the research objectives and theoretical framework, and considering the practical context of online cultural creation within Youth Online values education Studios, this study developed a structural model consisting of four core constructs: creative incentives (A), recognition criteria (T), creative motivation and behavioral engagement (F), and the effectiveness of online cultural works (C).

Each latent construct was measured using multiple observable indicators, forming a comprehensive measurement system. The hypothesized structural equation model is presented in Figure 1.

Considering the practical context of online cultural work creation in higher education, this study develops a structural equation model to examine the incentive and recognition mechanisms underlying the creation of outstanding online cultural works by university faculty and students. The model incorporates two institutional-level factors, namely creative incentives and recognition criteria, and proposes the following research hypotheses.

2.4.1 Hypothesis on the Relationship between Creative Incentives and Creative Motivation and Behavioral Engagement

Creative incentives represent an important external factor influencing university faculty members' and students' participation in online cultural work creation. Appropriate financial support, honor-based incentives, opportunities for achievement presentation, and developmental institutional arrangements can effectively reduce creative barriers and enhance participants'

willingness and sustained engagement in creative activities. Meanwhile, organizational support and professional guidance from mentors provide essential resources and expertise, thereby stimulating individuals' creative interests and behavioral motivation. Based on this rationale, the following hypothesis is proposed:

H1: Creative incentives (A) have a significant positive effect on creative motivation and behavioral engagement (F).

2.4.2 Hypotheses on the Relationship between Recognition Criteria and Creative Motivation and Behavioral Engagement

As a key institutional-level factor, recognition criteria influence university faculty members' and students' perceptions of institutional trust in online cultural work creation through their clarity, fairness, and predictability. Explicit recognition standards, diversified evaluation participants, and transparent assessment procedures can strengthen creators' expectations that their works will be acknowledged, recognized, and effectively utilized, thereby enhancing their creative identification and engagement. Accordingly, the following hypotheses are proposed:

H2: Recognition criteria (T) have a significant positive effect on creative motivation and behavioral engagement (F).

H3: Creative incentives (A) and recognition criteria (T) are significantly positively correlated.

2.4.3 Hypothesis on the Effect of Creative Motivation and Behavioral Engagement on the Effectiveness of Online Cultural Works

Creative motivation and behavioral engagement serve as critical mediating mechanisms through which institutional support is transformed into tangible creative outcomes among university faculty members and students. Higher levels of creative interest, value identification, and sustained engagement contribute to improving both the quantity and quality of online cultural works, while enhancing their communication effectiveness and educational value. Therefore, the following hypothesis is proposed:

H4: Creative motivation and behavioral engagement (F) have a significant positive effect on the effectiveness of online cultural works (C).

3. Data Analysis

3.1 Reliability Analysis

To examine the internal consistency and measurement stability of the questionnaire scale, reliability analyses were conducted for all measurement constructs. The results indicate that the overall scale achieved a Cronbach's α coefficient of 0.969, based on 25 measurement items. The detailed results are presented in Table 1.

According to established criteria in previous studies, a Cronbach's α value above 0.70 indicates acceptable reliability of a measurement scale. The Cronbach's α coefficient obtained in this study is substantially higher than the recommended threshold, demonstrating excellent internal consistency and reliability of the questionnaire. These results suggest that the measurement instrument can reliably and accurately capture the key constructs associated with creative incentives, recognition criteria, creative motivation and behavioral engagement, and the effectiveness of online cultural works among university faculty and students. Therefore, the scale provides a reliable empirical foundation for subsequent structural equation modeling analysis.

Table 1. Cronbach's α Coefficients

Reliability Statistics	
Cronbach's Alpha	Number of Items
.969	25

3.2 Validity Analysis

To examine the construct validity and data suitability of the measurement scale, the Kaiser–Meyer–Olkin (KMO) test and Bartlett's test of sphericity were conducted on the collected sample data. The results showed that the KMO measure of sampling adequacy was 0.964, which was substantially higher than the recommended threshold of 0.80, indicating excellent suitability of the sample data for factor analysis.

Meanwhile, Bartlett's test of sphericity was statistically significant ($p < 0.001$), leading to the rejection of the null hypothesis that the correlation matrix among variables is an identity matrix. This result indicates that significant correlations exist among the measurement variables, and the dataset is suitable for exploratory factor analysis and structural equation modeling. The detailed results are presented in Table 2.

Overall, the measurement scale demonstrates satisfactory construct validity, providing a reliable foundation for subsequent confirmatory

factor analysis and structural equation modeling analysis.

Table 2. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser–Meyer–Olkin (KMO) Measure of Sampling Adequacy		.964
Bartlett's Test of Sphericity	χ^2	8926.244
	df	190
	p	.000

3.3 Model Fit Assessment

To evaluate the degree of fit between the structural equation model and the observed data, this study employed commonly used model fit indices, including absolute fit indices, incremental fit indices, and parsimonious fit indices, to assess the overall model performance.

The results showed that the chi-square to degrees of freedom ratio (χ^2/df) was 3.368, which falls within the acceptable range, indicating a reasonable balance between model complexity and data fit. Regarding incremental fit indices, the model achieved values of CFI = 0.956, TLI = 0.950, IFI = 0.956, and NFI = 0.939, all of which met or approached the recommended threshold of 0.90, demonstrating satisfactory fit compared with the independent model.

For absolute fit indices, the model obtained an RMR value of 0.025, indicating relatively small residuals and a good level of model-data correspondence. Meanwhile, the GFI and AGFI values were 0.820 and 0.772, respectively, which are considered acceptable for complex models in social science research. In addition, the parsimonious fit indices, including PNFI = 0.821 and PCFI = 0.836, suggested that the model achieved an appropriate balance between goodness of fit and model parsimony.

Overall, the structural equation model demonstrated satisfactory fit with the empirical data, suggesting that the proposed model specification was reasonable and suitable for subsequent path analysis and hypothesis testing.

3.4 Hypothesis Testing

Based on the results of the structural equation modeling analysis, the hypothesized path relationships among the latent constructs were examined. The results are presented in Table 3.

The findings indicate that creative incentives (A) have a significant positive effect on creative motivation and behavioral engagement (F) ($p < 0.001$), suggesting that well-established

incentive mechanisms, including financial support, honor-based incentives, opportunities for achievement presentation, and developmental support, can effectively enhance creators' creative interest, sense of identification, and behavioral engagement. Therefore, Hypothesis H1 is supported.

Similarly, recognition criteria (T) were found to have a significant positive effect on creative motivation and behavioral engagement (F) ($p < 0.001$). Moreover, the effect of recognition criteria was stronger than that of creative incentives, indicating that institutional factors, such as the standardization of recognition procedures, clarity of evaluation criteria, and fairness of assessment processes, play a more critical role in stimulating creators' sustained engagement in online cultural work creation. This finding suggests that a clear, stable, and fair recognition system serves as an essential foundation for enhancing creative motivation and behavioral engagement.

Table 3. Results of Hypothesis Testing

			Estimate	S.E.	C.R.	P
F	<---	A	.346	.045	7.761	***
F	<---	T	.522	.051	10.237	***
C	<---	F	.944	.040	23.326	***
A	<-->	T	.679	.072	9.404	***

Further analysis revealed that creative motivation and behavioral engagement (F) had a significant and strong positive effect on the effectiveness of online cultural works (C) ($p < 0.001$). This finding indicates that higher levels of creators' interest, identification, engagement frequency, and perceived gains are associated with better performance of online cultural works in terms of production quantity, award recognition, communication effectiveness, and educational outcomes. Therefore, the corresponding hypothesis is strongly supported.

In addition, a significant positive correlation was identified between creative incentives (A) and recognition criteria (T) ($p < 0.001$). This result suggests that incentive mechanisms and institutional recognition systems do not operate independently in practice; rather, they interact and function synergistically to jointly influence creators' motivation and behavioral engagement. Overall, the findings demonstrate that creative incentives and recognition criteria indirectly affect the effectiveness of online cultural works through their influence on creative motivation and behavioral engagement. Creative motivation and behavioral engagement serve as a critical

mediating mechanism in this process. The structural equation model presents clear and logically consistent path relationships, providing empirical support for understanding the operational mechanism of incentive and recognition systems in higher education online cultural work creation.

3.5 Path Coefficient Analysis

Based on the standardized path coefficient results obtained from the structural equation model, as illustrated in Figure 2, all hypothesized relationships among the latent constructs were statistically significant, and the overall model structure demonstrated clear and consistent relationships.

Regarding the paths from exogenous constructs to the mediating construct, creative incentives (A) had a significant positive effect on creative motivation and behavioral engagement (F), with a standardized path coefficient of 0.35. This result indicates that incentive measures provided by universities, including financial support, honor-based recognition, opportunities for achievement presentation, and organizational support, can effectively enhance faculty members' and students' motivation and behavioral engagement in online cultural work creation.

Meanwhile, the standardized path coefficient from recognition criteria (T) to creative motivation and behavioral engagement (F) was 0.52, indicating a stronger effect than that of creative incentives. This finding suggests that institutional factors, including the standardization of recognition procedures, clarity of evaluation criteria, and fairness of assessment processes, play a more critical role in stimulating creators' sustained participation in online cultural work creation. Furthermore, the model results revealed a significant positive correlation between creative incentives (A) and recognition criteria (T), with a correlation coefficient of 0.68. This indicates that incentive mechanisms and recognition systems demonstrate strong synergy in the practice of online cultural work creation in higher education. These two mechanisms mutually reinforce each other and jointly influence creators' motivation and behavioral engagement.

Therefore, compared with purely material or honor-based incentives, recognition criteria exert a stronger institutional guiding effect on creative motivation and behavioral engagement. This

finding highlights the importance of improving recognition mechanisms for outstanding online cultural works in higher education.

Regarding the path from the mediating construct to the outcome construct, creative motivation and behavioral engagement (F) showed an extremely strong positive effect on the effectiveness of online cultural works (C), with a standardized path coefficient of 0.94. This result demonstrates that creators' levels of interest, identification, engagement frequency, and perceived gains represent direct and core factors influencing the quantity of outputs, award recognition, communication effectiveness, and educational outcomes of online cultural works. It further suggests that external incentives and institutional recognition mechanisms can only be effectively transformed into high-quality creative outcomes through enhancing creators' intrinsic motivation and actual engagement.

Overall, the directions of all path coefficients were consistent with theoretical expectations, indicating that the proposed model possesses strong explanatory power and practical relevance. The findings demonstrate that both creative incentives (A) and recognition criteria (T) significantly positively influence creative motivation and behavioral engagement (F), suggesting that external support provided by universities, including material resources, institutional arrangements, and organizational guarantees, can effectively stimulate faculty members' and students' willingness to participate in online cultural work creation.

On the one hand, financial support, honor-based incentives, and opportunities for achievement presentation can reduce creative barriers and enhance the predictability of creative activities. On the other hand, standardized, transparent, and fair recognition criteria can strengthen creators' trust in the institutional environment and encourage sustained engagement in creative practices.

However, the effects of creative incentives and recognition criteria on creative motivation and behavioral engagement were moderate rather than excessively high. This finding may be attributed to the strong intrinsic motivation characteristics of online cultural work creation in higher education. Compared with external rewards or institutional constraints, faculty members' and students' participation in online cultural creation is often driven more by value identification, personal interests, and

self-actualization needs. Therefore, external incentives and recognition mechanisms primarily serve supportive and facilitating functions rather than decisive ones.

Moreover, in current university practices, some incentive measures and recognition systems still face challenges, including uneven implementation and limited transformation efficiency, which may constrain their marginal effects on individual creative motivation and behavioral engagement. Consequently, although creative incentives and recognition criteria demonstrate statistically significant effects, their moderate path coefficients reflect the combined influence of external institutional factors and individuals' intrinsic motivation.

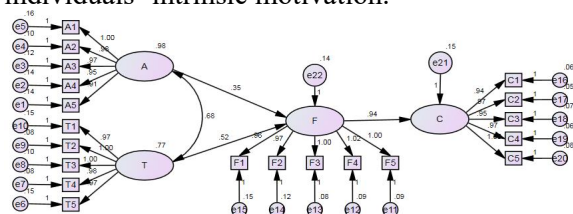


Figure 2. Structural Equation Model Path Analysis

4. Discussion and Implications

4.1 Discussion of Research Findings

Based on empirical data collected from 265 faculty members and students across 60 universities affiliated with Youth Online values education Studios, this study developed and validated a structural equation model examining the incentive and recognition mechanisms underlying the creation of outstanding online cultural works in higher education. The findings demonstrate that creative incentives and recognition criteria influence the effectiveness of online cultural works through their significant effects on creative motivation and behavioral engagement, revealing the underlying mechanism linking institutional support, individual behavioral processes, and educational outcomes in university online cultural work development.

First, creative incentives were found to have a significant positive effect on creative motivation and behavioral engagement, although the effect size was relatively moderate. This finding suggests that external measures, including financial support, honor-based incentives, achievement presentation opportunities, and developmental incentives, can reduce creative barriers and enhance behavioral expectations to

some extent, thereby providing important supportive functions for faculty members' and students' participation in online cultural work creation. However, the effect was not decisive, indicating that online cultural creation in higher education is characterized by strong intrinsic motivational attributes. External incentives alone cannot fully replace individuals' value identification and interest-driven engagement.

Second, recognition criteria demonstrated a significantly stronger effect on creative motivation and behavioral engagement than creative incentives, highlighting the critical role of institutional norms in university online cultural work creation. Clear recognition standards, fair evaluation procedures, and multi-stakeholder evaluation mechanisms can strengthen creators' trust in the institutional environment and establish stable expectations regarding the value and recognition of their creative outputs. Compared with short-term and externally visible incentive measures, institutionalized and standardized recognition systems are more likely to generate sustained behavioral guidance and long-term engagement.

Third, creative motivation and behavioral engagement exerted a significant and strong positive effect on the effectiveness of online cultural works, functioning as a core mediating mechanism through which external institutional factors are transformed into practical educational outcomes. Whether reflected in production quantity, communication effectiveness, or educational value realization, the ultimate outcomes of online cultural works depend on creators' actual behavioral engagement, including their interest identification, time investment, and continuous participation. This finding indicates that the key to improving university online cultural work development does not lie in simply increasing the number of institutional measures, but rather in whether institutional designs can effectively activate individuals' intrinsic motivation and facilitate sustained creative behaviors.

Fourth, creative incentives and recognition criteria were found to be significantly positively correlated, suggesting that these two mechanisms do not operate independently in practice. Instead, they interact and complement each other, jointly influencing creative motivation and behavioral engagement. This finding reveals the practical logic of the coordinated operation between incentive

mechanisms and recognition systems in university online cultural work creation from a structural perspective.

4.2 Practical Implications

Based on the above findings and considering the practical requirements of values education and online cultural development in higher education, this study proposes the following practical implications.

First, universities should establish a diversified and collaborative incentive system to enhance the sustainability and perceived value of creative incentives. While ensuring basic financial support, universities should further enrich honor-based incentives and achievement presentation mechanisms by integrating outstanding online cultural works with recognition programs, performance evaluation, and practical achievement certification. Such approaches can strengthen the long-term guiding effects of incentive mechanisms on faculty members' and students' creative behaviors. Meanwhile, differentiated incentive designs should be considered to accommodate the distinct creative goals and developmental needs of faculty members and students.

Second, universities should improve recognition criteria and evaluation mechanisms to enhance institutional transparency and credibility. Specifically, universities should further refine the recognition standards for outstanding online cultural works, clarify evaluation dimensions and weighting criteria, and establish multi-stakeholder evaluation mechanisms to reduce subjective bias and improve the standardization and fairness of evaluation processes. Furthermore, the practical application of recognition outcomes should be strengthened so that recognized achievements can play substantive roles in professional advancement, academic credit recognition, and developmental support. This approach can prevent the tendency of emphasizing recognition while neglecting subsequent utilization and transformation.

Third, universities should regard creative motivation and behavioral engagement as key mechanisms for transforming institutional support into intrinsic identification and sustained participation. When designing incentive policies and recognition systems, greater attention should be paid to their effects on faculty members' and students' creative interests, value identification, and continuous engagement. Through the

development of online cultural studios, mentor guidance systems, and resource support platforms, universities can create supportive creative environments and facilitate the transformation of creative participation from passive involvement to proactive engagement.

Fourth, universities should promote the coordinated operation of incentive mechanisms and recognition systems to establish sustainable support structures for online cultural creation. Rather than allowing incentive measures and recognition systems to operate separately, universities should integrate these mechanisms through institutional coordination and process optimization. By establishing a virtuous cycle involving incentive guidance, standardized recognition, achievement transformation, and educational feedback, universities can continuously improve the quality of online cultural works and enhance their educational effectiveness.

4.3 Limitations and Future Research Directions

Although this study provides meaningful insights through theoretical framework development and empirical analysis, several limitations remain and should be addressed in future research.

First, regarding the sample and data collection, although this study included faculty members and students from 60 universities, providing a relatively broad and representative sample, the data were primarily collected through a cross-sectional survey. Therefore, the study cannot fully capture the dynamic changes in the incentive and recognition mechanisms for online cultural work creation across different time periods. Future research could employ longitudinal tracking or multi-stage survey designs to further examine the long-term effects of institutional factors on creative behaviors and the effectiveness of online cultural works, thereby enhancing the explanatory depth of research findings.

Second, in terms of variable selection, this study mainly examined the support mechanisms for online cultural work creation from two institutional dimensions: creative incentives and recognition criteria. Although these dimensions effectively capture key institutional factors, other potential influencing variables, such as individual characteristics, organizational cultural climate, and technological platform conditions, were not sufficiently incorporated into the

research model. Future studies could extend and refine the proposed model by considering factors such as creator role differences, disciplinary backgrounds, and characteristics of online platforms, thereby improving the explanatory power of the theoretical framework.

Third, regarding research methodology, this study primarily relied on questionnaire surveys and structural equation modeling for empirical analysis. Although this approach effectively reveals the structural relationships among variables, it provides limited insight into the deeper mechanisms of institutional implementation and creative practices. Future research could integrate qualitative methods, such as interviews, textual analysis, and case studies, to further explore the institutional operation logic and individual experiences involved in online cultural work creation. Such methodological integration would facilitate a more comprehensive understanding through the combination of quantitative and qualitative perspectives.

Finally, concerning the research context, this study focused primarily on Youth Online values education Studios as the research setting, and therefore the findings may have certain contextual limitations. Future research could expand the scope of investigation by comparing the effects of creative incentives and recognition mechanisms across different types of universities, online cultural platforms, and educational contexts. Such comparative studies would enhance the generalizability and broader applicability of research conclusions.

Acknowledgments

This research was supported by the New Media Research Project of the Innovation and Development Center for value-oriented Work in Higher Education (Shanghai Jiao Tong University), Ministry of Education of China, under the project "Research on the Incentive and Recognition Criteria for Outstanding Online Cultural Works Created by University Faculty and Students: A Case Study of Online values education Studios" (Grant No. XMT-2505).

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