

The Birth of a Chinese University Museum: A Study on the Construction Mechanism of Museums from the Perspective of Anthropological Thick Description

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Abstract: University museums play an important role in enhancing the educational capacity of universities and providing social public services. Relevant studies have investigated the functions, nature, and practical operations such as curating and public education of university museums, but they lack an examination of the process through which a university museum emerges from nothing, from the initial concept to the physical completion. Taking the China Teachers Museum as a case study, this research collects 262 related news reports and conducts a step-by-step coding analysis using NVivo software to extract the internal mechanism of the museum's preparation and construction. The study finds that the construction subjects focus on three core issues: "why to build," "what to build," and "how to build." Guided by the concept of grounding in local characteristics and integrating into national strategies, they have formed construction strategies that include initiating activities as a precursor, leveraging unique social capital, and advancing routine operations. They also emphasize using various achievements obtained during the museum construction process to further verify the necessity and distinctiveness of the museum, thereby accelerating the museum's construction process. This study deepens the theoretical understanding of the construction laws of university museums and is expected to provide a reference for the construction practice of university museums.

Keywords: university museums, construction mechanism, China Teachers Museum, NVivo12.0

1. A Review of Research on University Museums

Academic research on university museums began in the 1930s. With the flourishing of China's museum industry since the reform and opening up, research on university museums has continuously deepened and can be divided into four types. First, studies on the functions of university museums. For example, Zhang Huilang (1988) divided the functions of university museums into four aspects: cultural relic collection, university teaching, ideological and political education, and scientific research.^[2] Gao Rongbin (1997) believed that university museums play an important role in cultural relic collection, university education, teaching, scientific research, and cultural exchange and dissemination.^[3] Scholars have conducted specialized studies on different functions of university museums, with a primary focus on the educational function. Typical representatives include "The Function of University Museums in University Innovation Education" (2011), "A Discussion on the Educational Function of University Museums" (2017), and "Educational Concepts and Practices of Contemporary American University Museums" (2017). In recent years, the social service function of university museums has also received considerable discussion.^[4] Second, studies on the nature of university museums. Chen Defu (1990) argued that reasonable category structure, high staff quality, and a small number of visitors are the main characteristics of university museums.^[5] Zhang Aimin (2006) pointed out that, based on the attributes of public social museums, university museums also have advantages in professional training, scientific research, and collection acquisition.^[6] In addition, works such as "On the Characteristics and Functions of University Museums in China" (2008) and "An Analysis of the Value of Popularizing the Construction of University Museums" (2020) have discussed the significance and value of the construction and development of university museums in China. Third, studies on problems and countermeasures of university museums. Lin Yihong (2012) summarized the "eight excesses and eight deficiencies" in the construction and development of university museums concerning collections, exhibition design, practical work, and social responsibility.^[7] Huang Weijuan (2012) identified shortcomings in university museums regarding management, positioning, exhibition methods, funding,

and social services.^[8] Based on problem analysis, scholars have also proposed many scientific and reasonable suggestions and countermeasures. For instance, Liu Liu (2012) proposed that university museums should focus on functional positioning, management systems, exhibition design, and digital construction, making these areas the breakthrough points for optimizing museum development.^[9] Fourth, studies on specific practices of university museums. These include collection and exhibition work, operation and management, cultural and creative product development, and volunteer management. Representative works such as "Characteristics, Effectiveness, and Strengthening Measures of Collection Exhibitions in University Museums" (2008), "Volunteer Interpretation Services in University Museums and College Student Quality Education" (2009), "Training and Development of Volunteer Docents in University Museums" (2011), and "A Study on the Construction of a Cultural and Creative Theory System for University Museums from the Perspective of Intangible Cultural Heritage" (2020) have conducted targeted and specific research on the concrete operational work of university museums.

Based on the above, it can be seen that current studies on the construction and development of university museums mostly provide descriptive and generalized analyses of the connotations, characteristics, problems, countermeasures, and specific practices of museums. These studies mainly adopt normative research methods, while empirical research based on specific cases is relatively rare. In particular, research that views museum construction as a form of organizational behavior and process is still lacking. This study adopts a case study approach, starts from the perspective of anthropological thick description, and employs the NVivo12.0 analysis software to conduct a comprehensive examination of the entire process and construction experience of the birth of the China Teachers Museum. This study thus demonstrates dual innovation in both method and content within the field of university museum research.

2. Research Design

2.1 Research Subject

The China Teachers Museum is located in Qufu, Shandong. It was initiated by Qufu Normal University and began its preparation and construction in 2016. The museum has received strong support from the Ministry of Education, the Shandong Provincial Government, and social organizations such as the Tin Ka Ping Foundation. By the end of 2022, the preparatory work had achieved a series of results, including the realization of the museum's physical space and the formation of a complete museum system encompassing collection, exhibition, research, and cultural and creative product development. As the only institution in Shandong Province, the museum was selected for the Ministry of Education's "Teacher Morality and Style Construction Base." It has also been approved as a "Sino-Foreign Youth Exchange Base" by the Chinese People's Association for Friendship with Foreign Countries and has received multiple honorary titles, including the "Courage to Innovate" award from the Shandong Provincial Committee of the Communist Party of China and the Shandong Provincial Government. Overall, the museum's preparation and operation process have received strong support, widespread attention, and high praise from various sectors of society.

On the one hand, the complete preparation process of the China Teachers Museum demonstrates the entire process of a university museum emerging from nothing, which makes the museum a typical case for the research theme "Construction Mechanism of University Museums." On the other hand, the China Teachers Museum also serves as an epitome of the upsurge in university museum construction in China, reflecting the understanding, recognition, and importance that higher education institutions attach to museums. Therefore, the case is also representative.

2.2 Research Methods and Approach

This paper uses NVivo12.0 qualitative analysis software as a tool to conduct a textual analysis of 262 news reports on the museum's construction from October 2016 to December 2022. The samples are sourced from the official website of the China Teachers Museum and media outlets such as China Education Daily. Through coding, the study obtains 1,032 reference points, which are classified into three nodes, including "Motivations and Significance of Museum Construction." A cross-sectional analysis establishes a time-dimensional relationship to reveal the characteristics of different stages. The following sections present the research findings.

3. Why Build: Emphasizing Task Attributes and Social Significance

The motivations and positive impacts of building a museum must first be clarified to address the issues of legitimacy and necessity. The China Teachers Museum demonstrates a clear line of thought in explaining its construction motivations and significance.

The explanation of motivations highlights the attribute of construction tasks: the Ministry of Education and local governments have instructed to include the museum within the scope of administrative management. Furthermore, the university has also integrated strategic plans such as the National Memory Project, the Local Cultural Heritage Development Demonstration Zone, and its own positioning to demonstrate the necessity of building the museum.

The explanation of significance focuses on highlighting social benefits: at the level of "university development," it helps the construction of a first-class university and the strategy of "establishing the university through culture," promoting connotative development; at the level of "regional development," it integrates into the regional cultural innovation service system and promotes economic, social, and cultural development; at the level of "cultural and educational significance," it has four dimensions of value: "protecting and inheriting excellent traditional culture," "promoting the development of education and teacher culture," "promoting the development of the museum industry," and "providing symbolic and guiding functions."

4. What to Build: Integrating Distinctive Image with National Strategy

The museum's construction orientation and goals are the foundation of its establishment and serve as the guidelines for implementing the museum's preparatory work. Guided by the concept of grounding in local characteristics and integrating into national strategies, the China Teachers Museum formulates its nature orientation and development goals.

4.1 Nature Orientation: Conveying a Distinctive Image

The museum's nature orientation includes three nodes: "cultural education base," "the first teacher museum," and "comprehensive thematic museum." By using the word frequency search function of NVivo12.0, this study further analyzes and summarizes the specific content of the nature orientation through word frequency. The results of the word frequency search are shown in the following chart.



Figure 1 Word Cloud of Search Term Frequencies for the "Nature and Positioning of the China Teacher Museum"

Table 1 Keywords and Frequency for the Nature and Positioning of the China Teacher Museum

Keywords for Nature and Positioning of the China Teacher Museum	Frequency	Weighted Percentage (%)
Teacher Ethics	32	3.47
Thematic Focus	30	3.25
Culture	28	3.03
Education	24	2.60
Unique	19	2.06
Comprehensive	14	1.52
Public-Benefit	12	1.30
Base	12	1.30
Teacher Ethos	10	1.08
Modernization	8	0.87
Project	8	0.87
Cultivation	6	0.65
Significant	6	0.65
Leading Role	4	0.43
Center	4	0.43
Function	4	0.43
Heritage	4	0.43
Training	3	0.33

Note: Weighted percentages are presented as originally calculated.

The basic orientation of the China Teachers Museum lies in its educational function, the theme of teacher ethics, and its cultural characteristics. The museum has been rated as a provincial and national teacher ethics base, exerts its cultural and educational functions, and has held numerous teacher ethics education and training activities, making it a destination for teacher training and student study tours. High-frequency words such as culture, education, and base indicate that the teacher ethics and cultural education base is one of its orientations. The museum is the first and only museum in China with the theme of "teacher culture," highlighting its pioneering and unique nature. The high-frequency word "unique" emphasizes its distinctiveness and importance. High-frequency words such as teacher ethics and teacher conduct indicate that its thematic nature is teacher culture, and its multiple functional centers reflect its comprehensiveness. A university museum serves as a new calling card for a university, reflecting its educational strength and characteristics. By featuring the teacher theme, the China Teachers Museum highlights its distinctive image, enhances its influence, and embodies the university's educational characteristics and mission, thus creating a mutually reinforcing relationship between the university and the museum.

4.2 Development Goals: Based on National Strategy

The museum's development goals include three nodes: the "National Famous Museum Project," the "Cultural Heritage Protection Center," and the "Comprehensive Functional Center." The NVivo word frequency search results under this node are shown in Figure 2.



Figure 2 Word Cloud of Search Term Frequencies for the "Development Goals of the China Teacher Museum"

Table 2 Keywords and Frequency for the Development Goals of the China Teacher Museum

Keywords for the Development Goals of the China Teacher Museum	Frequency	Weighted Percentage(%)
Education	97	6.57
Culture	70	4.74
Center	45	3.05
Teacher Ethics	43	2.91
Base	34	2.30
Community	28	1.90
Spirit	28	1.90
Heritage	28	1.90
History	23	1.56
Research	14	0.95
National-level	12	0.81
Premier	11	0.74
Heritage	9	0.61
Promotion	8	0.54
Exemplary	8	0.54
Teacher Ethos	7	0.47
Dissemination	6	0.41
Function	6	0.41
First-class	6	0.41

Note: Weighted percentages are presented as originally calculated.

The China Teachers Museum aims to build itself as a national-level museum and strives to become a national-level teacher ethics education and cultivation base. With the construction goals of "a high-quality project and a century-old renowned museum," high-frequency words such as "national-level," "high-quality," "demonstrative," and "first-class" highlight its strategic ambition. As a university museum, the museum takes the promotion and inheritance of China's excellent teacher ethics culture as its core development goal and focuses on creating an educational historical heritage, the spiritual home of teachers, and a new cultural landmark. High-frequency words such as "culture," "teacher ethics," "home," "spirit," "heritage," "history," "inheritance," and "promotion" reflect its emphasis on the protection and inheritance of excellent traditional culture, echo the thematic orientation of teacher culture, and establish a meaningful direction for the museum's operations. The

China Teachers Museum also strives to become a comprehensive functional center integrating cultural relic exhibitions, scientific research, and moral education functions. The founding purposes of museums around the world all regard education as the ultimate mission of museums^[1]. As a teacher ethics cultivation base, the China Teachers Museum places particular emphasis on the exertion of its educational function.

5. How to Build: Emphasizing External Forces and Soft Guidance

The construction strategies and methods determine whether the museum itself can be completed and put into operation efficiently and in a timely manner, and they constitute the core and main link of university museum construction. In addition to carrying out routine business content preparation and hardware construction, the construction of the China Teachers Museum places greater emphasis on leveraging external forces and exerting the associative and driving role of soft activities.

5.1 Seeking External Cooperation

Since the beginning of its construction, the China Teachers Museum has actively sought cooperation and exchanges with various parties. These efforts specifically include five aspects: academic professional guidance, support from government forces, corporate financial support, inter-museum exchanges and cooperation, and alumni care and promotion, with the first two being the main sources of cooperative support.

The museum's construction underwent major changes between 2016 and 2025. This study selects the news materials from this period as the research sample and establishes five databases with "year" as the unit. A cross-sectional analysis is conducted on each sub-node of the museum's "cooperation and support from various parties" across different years, as shown in Figure 4. The analysis shows that the total number of samples under the node "cooperation and support from various parties" generally presents an increasing trend over time, indicating that during the process of the museum's construction and development, it continuously carried out cooperation and exchanges with various social forces. Conducting active and positive cooperation and exchanges constitutes an important link in promoting the museum's construction, development, and quality improvement. Looking at the changing trends of each cooperation type separately, government cooperation support and academic cooperation run through the entire process of the museum's development and construction, serving as the museum's important cooperative and supporting forces. As the museum's construction advances, academic cooperation shows an increasing trend, which indirectly demonstrates that the museum continuously strengthens its academic research function. With the museum's construction and development, inter-museum exchanges and cooperation have also deepened. Alumni cooperation and support, as a cooperative resource inherent to the university, mainly play a role in the middle and early stages of the museum's construction.

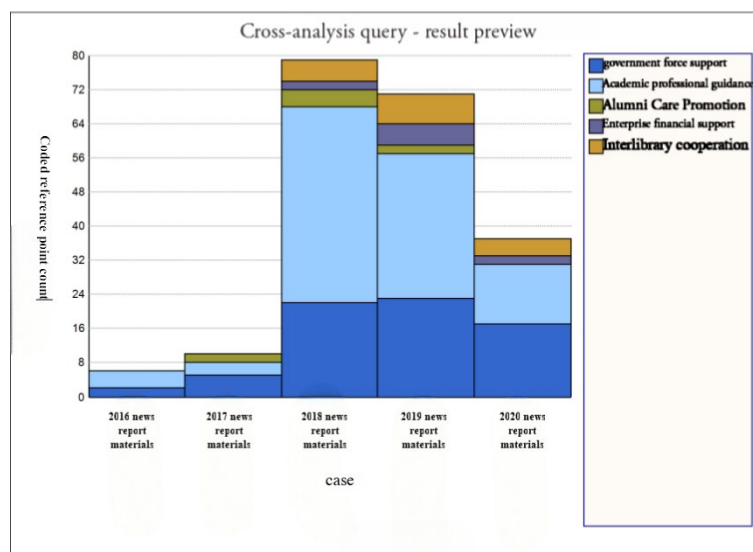


Figure 3 Cross-Tabulation Analysis of Node Coding for "Seeking External Cooperation" by Year

First, education, research, and collection are the three basic functions of a museum^[14]. Strengthening academic exchanges and cooperation among university museums is crucial for exerting their educational, research, and collection functions. The China Teachers Museum primarily cooperates with university academic organizations and experts and scholars. Expert guidance serves as an important think tank force for scientifically building the museum, which can enhance the systematicness and scientific nature of the construction and optimize the work. Since its preparation, the museum has actively established an expert cooperation mechanism, held expert demonstration meetings for construction planning, and hired experts and scholars to serve as honorary curators and committee members of the expert committee. These experts provide constructive suggestions regarding collection acquisition, exhibition arrangement, architectural design, development planning, fundraising, management system, and operation and promotion. Relying on the planning, guidance, and demonstration of experts, the museum's construction plan becomes more scientific, optimized, and complete.

Second, the government plays a constructive role in the museum's construction work. According to the coding analysis, the cooperation and support between the teacher museum and government institutions can be summarized into three sub-nodes: "superior competent authorities," "national-level institutions," and "university-local government cooperation." The construction and development of museums require the support of government policies and relevant functional institutions, as well as the regulation and guidance of laws^[15]. The construction of the China Teachers Museum has received great attention from the Ministry of Education, relevant national departments, the provincial party committee and government, and important instructions from the leaders of its superior competent authorities. It has also received strong support from relevant local government departments. Departments at all levels have actively integrated resources to provide policy support and service guarantees for the museum's construction. "University-local government cooperation" refers to the comprehensive cooperative relationship established between universities and local governments in areas such as talent cultivation and regional economic development^[16]. Local governments and related organizations have provided support and cooperation for the construction of the teacher museum based on cooperative content such as cultivating talents through culture, and they have established education bases. The construction and development of the China Teachers Museum has also provided new ideas for the joint construction and sharing of resources in university-local government cooperation, and it has enhanced the quality and level of such cooperation. Both sides fully utilize the various resource advantages of the combination of the university, the museum, and the local government to create a distinctive brand of university-local government cooperation, further promoting the common development of the museum, the university, and the local area.

Third, in terms of "inter-museum exchanges and cooperation," the museum has established cooperation and exchange mechanisms with various museums, including the Shandong Museum and other museums. Inter-museum exchange serves as an important way to improve the museum's capacity system, an effective method to create the museum's unique advantages, and a useful supplement to deepen the museum's business system^[12]. The China Teachers Museum continuously expands and deepens its exchanges and cooperation with various museums, which provides strong support for the museum in expanding resources, improving operations, and enhancing its management experience.

In addition, in terms of "corporate financial support," the teacher museum has reached cooperation with social foundation organizations and enterprises to promote academic research on the museum, advance the museum's digital construction, and assist in collection acquisition. The relationship between university museums and enterprises is one of mutual promotion and mutual achievement. For example, the teacher museum has set up a special exhibition to showcase the philanthropic spirit of Mr. Tin Ka Ping, who dedicated himself to educational public welfare. The cultural core of the teacher museum complements the corporate culture and spirit of the Tin Ka Ping enterprise, providing a good paradigm for university-enterprise cooperation. Enterprises provide financial resources and technical support for the development and construction of university museums, while university museums help promote corporate cultural cultivation and assist enterprises in enhancing their social benefits, thereby driving economic benefits.

Finally, alumni resources refer to the sum of the human resource value of alumni themselves, as well as the value of information, culture, financial resources, material resources, and social influence that they possess^[13], and they serve as an important supporting resource for the university. During its construction process, the China Teachers Museum actively sought cooperation and support from alumni resources. Relying on abundant alumni resources, the museum has effectively promoted the construction of its construction guidance plans, exhibition designs, fundraising, and the survey and

collection of cultural relics and materials. At the same time, a large number of alumni have proactively and enthusiastically participated in the survey of teacher materials and the collection of cultural relics, making contributions to building a first-class China Teachers Museum.

5.2 Initiating Activities as a Driving Force

The soft activities in the museum's preparation and construction include four main forms: traditional ritual performances, educational training and study programs, academic thematic seminars, and public exhibitions. In the early stages of its preparation, the China Teachers Museum lagged behind in physical construction and lacked substantial tangible content. However, the museum actively organized various types of activities, prioritizing activities, which greatly promoted the soft construction of the museum and better enabled the museum to exert its various functions.

This study selects the news materials from 2016 to 2025 as the sample, establishes five databases with "year" as the unit, and conducts a cross-sectional analysis of each sub-node under the node "organized activities" of the teacher museum (see Figure 4 for details). The analysis shows that the number of activities presents an increasing trend. Academic activities run through the entire construction process, serving as the main pathway for relying on university resources to serve teachers and students and to exert the research function. The number of training and study activities increases, reflecting the enhancement of cultural education and communication capabilities, and these activities serve as an important way to exert the research and educational functions. In the early stage of construction, the museum held traditional ritual performances, leveraging the university's traditional cultural resources to rapidly enhance its publicity power and brand influence. In the middle and later stages, the museum opened to society and regularly held public exhibition activities, effectively realizing the basic functions of exhibition, education, and collection, which represent the concrete practice of the museum's social services.

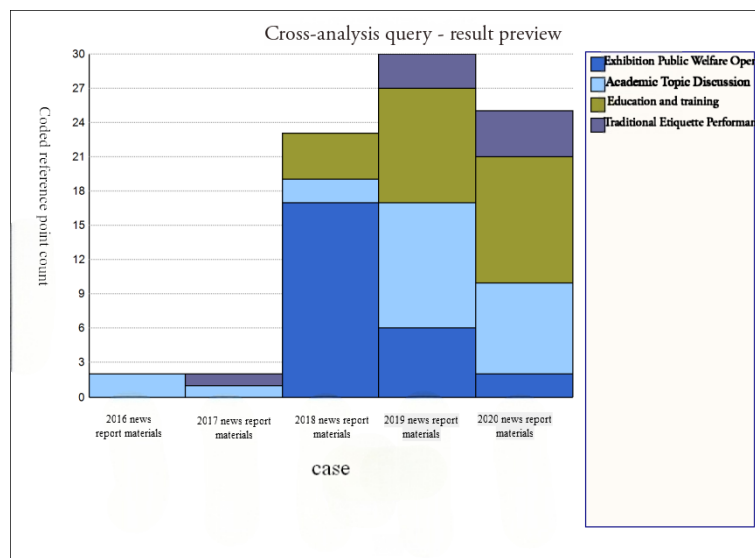


Figure 4 Cross-Tabulation Analysis of Node Coding for "Activity-First Driving" by Year

Traditional ritual performances. The China Teachers Museum relies on the university's traditional cultural resources and its collected cultural relics to host a series of exhibition and performance activities, which have received wide acclaim from society and enhanced the museum's brand influence. By holding the first batch of cultural relic exhibitions and creating original plays such as "The Master," the museum builds cultural brands and high-quality projects, thereby showcasing the charm of traditional ritual culture.

Educational training and study programs. The museum actively exerts its cultural education and training functions by designing specialized courses and experiential programs, receiving visits and study tours from various organizations, carrying out university-local government cooperative training with local authorities, and offering excellent traditional culture education and study programs for teacher groups, thus strengthening the effectiveness of teacher ethics education.

Academic thematic seminars. To enhance the capacity for transforming scientific research achievements, the museum organizes high-quality academic activities, conducts academic research,

develops high-quality educational resources, innovates pathways for cultivating teacher ethics, establishes research points for museology and educational history, and produces high-level outcomes. These efforts provide think tank support for social and cultural education development and create the academic brand of the "Chinese and Foreign Teachers' Apricot Altar Colloquium."

Public exhibitions. As a university museum, public welfare is its core characteristic. The museum achieves social benefits by carrying out volunteer services and study tour activities for the public. At the same time, it provides services for all teachers and students of the university, holds a variety of on-campus activities such as departmental visits and teacher ethics education courses for teacher training majors and tuition-free normal students, thereby exerting its function of cultivating talents through culture.

5.3 Deployment of Routine Operations

Through textual coding analysis, this study summarizes the substantive preparation content of the China Teachers Museum, which includes three sub-nodes: "Collection Acquisition," "Exhibition Design," and "Museum Building Planning."

Collection acquisition. Collection serves as the basic function of a university museum, and cultural relics are the core and key to museum construction. The museum's important tasks include carrying out the acquisition, storage, protection, and research of cultural relics that conform to its theme. The China Teachers Museum carries out its work through two channels: the coordination of its superior competent authorities and public solicitation. The museum primarily relies on donations, supplemented by encouragement and reward measures. Competent authorities at various levels issue documents to the national and provincial education and culture systems to assist in the acquisition. At the same time, the museum conducts extensive solicitation from the whole society, focusing on soliciting cultural relics related to the theme of teacher culture from all faculty, staff, students, and alumni of the university.

Exhibition design. The primary connotation of cultural cultivation in a university museum is the establishment of a scientific and complete collection system, and a good exhibition design plan is of great significance to the museum's construction^[18]. Exhibition design of collections is the prerequisite foundation and core operation for a university museum to realize its functions. The China Teachers Museum takes the formulation of exhibition plans and the refinement of outlines as its core work, and it advances its construction through expert demonstration of exhibition plans, extensive solicitation of public opinions, and design proposals donated by alumni. According to the analysis, the construction subjects believe that the core exhibition planning helps deepen the brand characteristics, create brand operations, and highlight the museum's founding purpose centered on teacher culture. The exhibition adopts four forms: physical cultural relics, sculptures, images and videos, and multimedia, which truthfully, systematically, and comprehensively present the development history of Chinese teacher culture.

Museum building planning. The temporary exhibition hall of the China Teachers Museum is currently located in the university's history museum. In the future, the museum's exhibition building design will include the main exhibition hall and branch halls such as the Teacher Calligraphy and Painting Hall, with four major functional layout areas: "Exhibition Area," "Research Area," "Experience Area," and "Service Area." The museum's identification system is part of the museum's basic construction and has positive significance for the development of the museum's service system^[19]. Since the start of its preparation, the teacher museum has held multiple meetings and social solicitations to discuss the design of the China Teachers Museum logo, and it has actively produced the museum's first batch of identification systems. In addition, the development of cultural and creative products by a university museum serves as an extension of the material carrier for the museum's cultural core and the university's cultural spirit. The teacher museum actively carries out the development of cultural and creative products, focusing strictly on the themes of Confucian culture and teacher culture that align with the museum's cultural core, thereby creating a collection of cultural and creative products.

5.4 Achievements Promotion and Feedback

The various achievements made during the museum's preparation are not only strong proof of its work, but they also further demonstrate the correctness and necessity of the museum construction decision. The China Teachers Museum mainly realizes this intention through cooperating with media promotion, forming operational brands, and receiving honors and awards.

Cooperating with media promotion. Publicity is an important part and a crucial link in advancing the museum's construction work^[20], and it serves as the prerequisite and foundation for museum construction. Through text coding analysis, the publicity work of the China Teachers Museum includes three sub-nodes: "media publicity," "material publicity," and "online publicity." These direct forms of publicity are crucial for exerting the museum's publicity, education, and exhibition functions, and they effectively enhance the museum's brand influence and visibility.

Forming operational brands. Since the start of its preparation, the China Teachers Museum has created a series of brand activities, including social education programs such as the "Chinese and Foreign Teachers' Apricot Altar Colloquium" and the "Apricot Altar Academy." The museum has developed special course modules and compiled traditional culture books. It has also played the role of a national teacher ethics and style construction base, attracting teacher training and student study tours from both domestic and international contexts. In terms of exhibitions, the museum has built a 1,200 square meter exhibition hall, set up three permanent basic exhibitions and several thematic exhibitions, and collected over 3,000 pieces of educational cultural relics.

Receiving honors and awards. The series of work carried out by the China Teachers Museum has been recognized and commended by its superior competent authorities, making the museum a model worthy of emulation, which has significantly enhanced the museum's influence and its status within the industry.

6. Research Conclusion

Overall, through an examination of the construction case of the China Teachers Museum, this study finds that the constructing party externalized the organizational construction behavior originally belonging to the university. By highlighting the task attributes of museum construction, strengthening the social significance of the construction, integrating into national strategies, and seeking external support, the constructing party accelerated the museum's construction process.

The birth of a university museum requires clarifying three core issues: "why to build," "what to build," and "how to build," which constitute the logical thread of its development from nothing to existence. First, "why to build" concerns the motivations and significance of building the museum. It is necessary to address the fundamental issues of "whether it can exist" and "whether it is necessary" by producing construction outcomes and generating social benefits, which serve as the construction premise and core purpose. The China Teachers Museum clarified its task attributes and strengthened its necessity in the process of construction. Its explanation of motivations and significance provides a good reference for similar museums. Second, "what to build" requires establishing the museum's orientation and goals, which are the foundation and directional guide for the museum's establishment. In terms of its nature orientation, the China Teachers Museum integrates its own characteristics to form an appropriate and distinctive image. Its development goals are based on national strategies, and its construction thinking is clear, establishing a meaningful direction for its operations and striving to create brand characteristics. Finally, "how to build" relies on scientific strategies, which constitute the core link that determines the efficient construction and operation of the museum. The China Teachers Museum advances its operational preparation and hardware construction from four aspects: seeking external cooperation, initiating activities as a driving force, deploying routine operations, and promoting achievements and feedback. It actively exerts the associative and driving role of soft activities, providing practical ideas for other university museums. A university museum should balance external forces and soft guidance to systematically promote its construction and development process.

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