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Optimizing Public Opinion Guidance Pathways for Campus Emergencies from the Perspective of Educational Administration: A Four-Dimensional Model of Actors, Channels, Content and Feedback

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Abstract: Against the backdrop of the new media environment, public opinion surrounding campus emergencies has become an unavoidable issue in educational governance. The effectiveness of educational and school administration as well as public opinion governance is directly tied to campus order, the trust between families and schools, and the public image of the education system. In the current media landscape, information spreads at a viral pace, accompanied by sharp emotional polarization: fragmented information and intertwined conflicts of interest exist between families and schools. Nevertheless, many schools still suffer from delayed release of authoritative information, inadequate monitoring and early warning capacities, barriers to cross-departmental collaboration, and insufficient capabilities in emotional counseling when handling such incidents. Drawing on studies of public opinion governance amid large-scale public health crises, this paper develops a four-dimensional analytical model—Actor–Channel–Content–Feedback—based on the practice of educational administration. A mathematical model is proposed to quantify the evolution of public opinion and characterize its propagation and diffusion. From these four dimensions, the paper analyzes the evolutionary logic of campus public opinion, actor coordination and information flow, as well as channel and content effectiveness. It further puts forward optimization strategies for content provision and intelligent feedback, such as stratified communication governance and collaborative response networks. Our objective is to realize demand-oriented content iteration and a full-process closed-loop feedback mechanism. This approach shifts campus public opinion governance from passive post-incident response toward proactive, anticipatory governance, offering theoretical references and practical implications for strengthening educational crisis governance in the new era.

Keywords: Educational Administration; Campus Emergencies; Online Public Opinion; Four-dimensional Analytical Model; Opinion Diffusion Dynamics; Public Opinion Guidance.

1. Introduction

In recent years, with the deep penetration of mobile internet and social media in education field, issues such as campus security, teacher ethical disputes, education policy changes, home-school contradictions can easily be fermented by short videos and social circles, quickly leading to online public opinion events with high social attention [1]. The campus public opinion is different from general social public opinion. It is multi-party with multiple elements such as school management, teacher, student, parents, education department and media. The superposition of education equity, minors' rights protection, education family pressure etc., constitutes the social emotion. A mishandled campus public opinion can easily exacerbate home-school confrontation, erode the credibility of school, disrupt the order of teaching and even bring secondary opinion risks [2].

In practice, some schools still adopt a "firefighting after the fact" mindset when facing sudden public opinion: they emphasize incident handling over public communication, deletion and containment over emotional counseling, and ad hoc response over institutional construction [3]. Such approaches can hardly meet the requirements of educational governance in the new-media era. It has therefore become an urgent task in educational administration to understand the evolution patterns of public opinion on campus emergencies, improve guidance mechanisms and turn opinion crises into opportunities for improving educational governance.

From the perspective of educational administration and drawing on the research paradigm of public opinion governance during public health emergencies, this paper builds a four-dimensional analytical model of "actors–channels–content–feedback" and constructs a mathematical model of campus opinion diffusion dynamics for quantitative assessment. It examines the practical difficulties in current campus opinion management and systematically optimizes implementation pathways, with the goal of fostering a healthy and rational public discourse space for education and modernizing school crisis governance.

2. Main Characteristics of Online Public Opinion on Campus Emergencies

2.1. Rapid Viral Dissemination and Circle-by-Circle Diffusion

Once a campus emergency occurs, information spreads virally through WeChat, short-video platforms, parent communities and campus social circles. A localized campus incident spills outward through circle-by-circle diffusion and breaks through the campus boundary to reach society at large within a short time [4]. Closed circles such as parent groups and student communities become the source of fermentation, while algorithmic recommendation further amplifies hot

topics, allowing a small campus conflict to quickly become a society-wide public issue.

2.2. Emotional Intensity and High Sensitivity amid Interwoven Interests

Educational events concern the growth of minors, teacher evaluation and educational equity, and therefore readily trigger anxiety, doubt, empathy and anger. Parent groups are very aware of their rights and very sensitive to the school management and the safety of students. Some internet users are inclined to generalize an individual case to the overall negation of a school or teachers as a whole. Emotional expression compresses the rational discussion space, making it more difficult to manage opinions [5].

2.3. Fragmented Information and the Proliferation of Rumors and One-Sided Narratives

Due to the fact that internal verification within schools during the early stage of an emergency takes time, there is a lag in authoritative information[6]. In cyberspace, fragmented screenshots, edited videos, and subjective descriptions abound, and some self-media deliberately fabricate false facts and amplify conflicts to attract traffic. As a result, one-sided information and rumors fill the information vacuum, misleading public perception and placing enormous pressure on school management and public opinion handling.

2.4. Educational Spillover Effects of Public Opinion

Campus public opinion not only affects the online discourse but also reflects to the real educational management. The negative public opinion enlarges the gaps of trust between home and school. It breaks the normal teaching order. It has a subtle influence on students' media literacy and values. There is also an educational factor in the process of handling. The process of handling determines the teachers', students' and parents' understanding of the rules and fairness[7]. This is an important characteristic of education public opinion which is different from other fields [8].

3. Existing Weaknesses in Public Opinion Guidance Mechanisms in Educational Administration

3.1. Delayed Release of Authoritative Information and Insufficient Discursive Credibility

Internal emergency response, internal investigation, multi-party approval, and delayed information release allowed unofficial information to seize the initiative. Some official statements were too rigid, lacked detailed information, and avoided addressing points of public concern. Some template-based releases, which neither provided detailed explanations nor conveyed human warmth, made it difficult to dispel public doubts, reduced the persuasiveness of official discourse, and created space for rumors to breed.

3.2. Incomplete Monitoring and Early Warning Coverage and Limited Analytical Capacity

Current monitoring methods predominantly focus on open platforms (Weibo, news, etc.), with insufficient attention to paternalistic WeChat groups, QQ groups, niche campus forums, short video comments, and similar spaces. There is a lack of opinion risk assessment models adapted to campus scenarios. Assessment experience is largely qualitative rather than quantitative, and lacks mathematical models to predict opinion peak periods and evolution cycles, making it difficult to detect nascent and minor localized risks during the incubation stage. By the time social media hotspots emerge, the optimal response window has already passed, causing minor risks to evolve into major crises.

3.3. Barriers to Cross-Actor Collaborative Governance

Campus opinion handling involves the following school units: the school office, the publicity department, the student affairs department, the moral education department, the security department, and class teachers. Externally, it involves the education authorities, online regulatory authorities, and media platforms. The division of responsibilities among the actual departments is unclear, and information is not shared, resulting in highly fragmented problem handling, with each department "fighting its own battle." Inconsistent investigation findings and communication messages easily produce contradictory public statements, prompting doubts about managerial competence and causing fragmented response.

3.4. Reactive Handling Model and Absence of Emotional Counseling Mechanisms

At present, most schools are still in the "outbreak-rumor refutation-post deletion" reactive state, and there is no forward-looking risk prevention. The processing is mainly to suppress negative speeches and ignore the emotional counseling of parents and students and the regular channels for expressing demands. Simple post deletion and flow control will amplify the hostility and lead to secondary opinion crisis. In addition, the post-event reflection is not enough, which leads to the repetition of the same risk and the incomplete transformation from crisis to improving governance.

4. A Model System for Public Opinion Guidance on Campus Emergencies

The integrated modeling system of qualitative four-dimensional analytical model and quantitative opinion diffusion dynamics model was constructed in this paper. The four-dimensional model was a qualitative deconstruction of the opinion system. The diffusion dynamics model could be used for quantitative projection of opinion heat evolution and risk peak. Both models were complementary and used together to achieve prediction and intervention of campus public opinion.

4.1. The Four-Dimensional Qualitative Model of "Actors–Channels–Content–Feedback"

Actor dimension

Complex interaction among multiple actors. Such as education departments, school leaders, teachers, students, parents, media, online opinion leaders, network platform, etc. Determine the role of each actor. Establish a cooperative relationship.

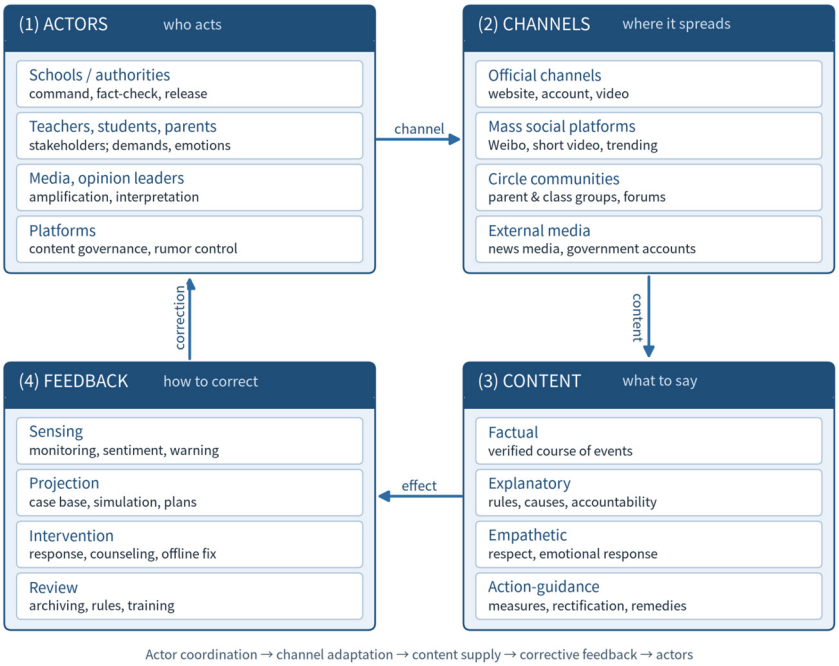

Figure 1. A four-dimensional model of campus emergency public opinion guidance: actors, channels, content and feedback

Channel dimension

Complex matrix of multiple communication channels. For example, formal school channels, mass social channels, circle community channels, and external media channels. These channels have different levels of timeliness, audience and credibility. Need to do differential adaptation.

Content dimension

Information supply and narrative approach. Firstly, to divide content information into factual, explanatory, empathetic, and action guidance information. Secondly, select narrative modes based on different stages of public opinion life cycles.

Feedback dimension

Assessment of guidance effectiveness and dynamic correction. Combine the quantitative data of communication and qualitative feedback of the public to form a sense-evaluate-intervention-review mechanism. Adjust strategies from actors, channels and content in reverse.

(1) Actor Dimension: Role Positioning and Interaction Logic of Multiple Actors

The actor factor refers to the roles and relationships of the individuals involved in the field of opinion. Among them, schools/educational institutions are the leading actors, mainly undertaking functions such as fact-finding, authoritative statements, and crisis management. Teachers, students, and parents are key stakeholder groups; they are both recipients of information and voices expressing opinions, and their demands and emotions must be fully listened to. Media and online opinion leaders amplify the dissemination of information and provide explanations and interpretations. Online platforms carry the functions of content management and rumor interception.

Various actors interact with one another: official statements can influence public cognition, while online statements by parents and students can generate downward pressure. Media interpretation may intensify or mitigate conflicts. The key to governance lies in clarifying the relationships among various actors and preventing them from merely speaking in isolation and coming into conflict with one another.

(2) Channel Dimension: Differentiated Characteristics of Multiple Communication Channels

The channel dimension refers to the fact that different channels have different modes of dissemination. School websites/official accounts are authoritative channels with high credibility but a relatively limited reach; Weibo/short videos and other such platforms are mass social media with fast dissemination speeds and a tendency to generate trending topics; parent groups/class groups and similar spaces are circle-based media where information spreads quickly and information cocoons are easily created; news media are external media that connect campus information with the general public.

Different channels have different audiences and dissemination logics, so a "one-size-fits-all content approach for all platforms" is not viable; targeted communication must be carried out in accordance with the distinct characteristics of different channels.

(3) Content Dimension: Types of Information Supply and Narrative Strategies

In terms of content, the classification of information outputs and narrative patterns can be divided into 4 types, i.e., (1) information for facts, including the objective sequence of events and the results of investigations; (2) information for explanations, including the basis of institutions and causal analysis; (3) information for empathy, including respecting the emotions of the involved parties, responding to public emotions; (4) information for action guidance, including disposal measures and correction plan.

In terms of narrative tactics, it is possible to choose narrative pattern of authoritative, empathy, crisis reversal, and rehabilitation in accordance with the evolutionary phase. At the initial outbreak phase, it is important to release information for facts and explain the crisis. At the fermentation phase, we need to balance the facts and the empathy of emotions. At the subsiding phase, we emphasize correction and institutional improvement. We should adjust the narrative from crisis to improvement of governance. In addition, we should not use stiff official language, yet make sure we are both professional and popular.

(4) Feedback Dimension: Effectiveness Evaluation and

Closed-Loop Correction Mechanism

The feedback dimension is the corrective link of opinion guidance and comprises quantitative and qualitative feedback. Quantitative feedback includes topic heat, dissemination volume and sentiment tendency data; qualitative feedback includes changes in the demands of parents, teachers and students, derivative topics and the main points of public doubt. Dual feedback is used to evaluate guidance effectiveness, identify weaknesses and adjust actor coordination, channel selection and content expression in reverse. Feedback runs through the incubation, outbreak and subsidence stages and also includes the construction of a post-event review database to support the handling of similar incidents.

4.2. A Mathematical Model of Campus Opinion Diffusion Dynamics (an Improved SEIR Model)

Drawing on the epidemiological SEIR model and adapting it to the characteristics of campus public opinion, this paper constructs an improved SEIR diffusion dynamics model that describes four states of network users during an opinion event:

$S(t)$: the **unknown group**, users who have not yet been exposed to the opinion information at time t;

$E(t)$: the **latent group**, users who have been exposed but have not yet forwarded or commented and remain in an observant state;

$I(t)$: the **infectious/spreading group**, users who comment on and forward the content and actively spread the opinion (including both positive and negative speech);

$R(t)$: the **immune/exited group**, users who no longer participate in the discussion, having exited either after accepting authoritative guidance or because topic heat has decayed.

Total participating users: $N = S(t) + E(t) + I(t) + R(t)$, where N is constant.

Parameters are defined as follows:

β: the exposure infection rate, affected by channel communication capacity and the inflammatory nature of content;

α: the probability that latent users become spreaders, affected by the authority of the leading actors and public emotional sensitivity;

γ: the rate at which spreaders move into the exited group, representing the intensity of opinion guidance intervention;

δ: the natural decay coefficient of forgetting, i.e., natural topic attenuation without intervention.

The system of differential equations is established as follows:

$$\begin{cases} \dfrac{dS(t)}{dt} = -\beta \dfrac{S(t)I(t)}{N} \\ \dfrac{dE(t)}{dt} = \beta \dfrac{S(t)I(t)}{N} - \alpha E(t) \\ \dfrac{dI(t)}{dt} = \alpha E(t) - (\gamma + \delta) I(t) \\ \dfrac{dR(t)}{dt} = (\gamma + \delta) I(t) \end{cases}$$

Interpretation of the model

$\frac{dS(t)}{dt}$: the unknown population decreases continuously as the opinion spreads;

$\frac{dE(t)}{dt}$: unknown users exposed to the opinion become observant latent users, and some of them further become spreaders;

$\frac{dI(t)}{dt}$: observant users turn into spreaders while, under official guidance γ and natural forgetting δ, some spreaders exit the discussion; the peak of $I(t)$ is the peak of opinion heat, by which educational administrators can anticipate the moment of highest risk;

$\frac{dR(t)}{dt}$: the exited group accumulates continuously.

Coupling between the model and the four dimensions

Actor dimension: changes α; collaborative intervention by education authorities, schools and opinion leaders reduces the probability of emotional conversion among the public;

Channel dimension: changes β; circle-based and short-video channels raise the exposure infection rate, whereas community governance and rumor traffic limitation can reduce β;

Content dimension: authoritative and empathetic information raises the intervention coefficient γ and accelerates the transition of spreaders into the exited group;

Feedback dimension: by substituting measured heat data $I(t)$ into the model, the parameters β, α and γ can be inverted to evaluate the effectiveness of this round of guidance and achieve corrective feedback.

This mathematical model is designed to be simulated in public opinion monitoring systems. Time-series data of user interaction on platforms can be used in the equations after an emergency on the campus. The time and scale of the peak of public opinion can be calculated to give a quantitative reference for administrators to determine the time of intervention and the allocation of resources for response. The peak of $I(t)$ decreases sharply under the influence of strengthened guidance (γ increases). This reduces the public opinion crisis.

4.3. A Simulation Example: Projecting the Opinion Peak under One Set of Parameters

Suppose a food safety incident occurs at a certain vocational college. At 12:00 noon on a certain day, messages and images saying "suspected food poisoning in the cafeteria" appear in a parent group, and then at the same time spread to class groups, parent groups, and short-video platforms. Assume that the number of online people that can be affected is $N = 10000$,, the initial latent group size is $E(0) = 50$, the initial spreaders are $I(0) = 10$ (the rest are unknown), the exposure infection rate is $\beta = 0.80$ (under the simultaneous influence of circle communities and short videos), the probability of transition from latent to spreader is $\alpha = 0.80$, and the natural forgetting rate is $\delta = 0.05$. The projection horizon is 60 days and the equations are solved with the fourth-order Runge–Kutta method.

Three guidance scenarios are set. Scenario 1 involves weak guidance, $\gamma = 0.15$, with only one written notice issued. Scenario 2 starts strong guidance on the day of the incident, $\gamma = 0.40$, including an immediate situation notice, class teachers responding in the groups, and platform-side interception of rumors and edited videos. Scenario 3 starts guidance of the same intensity only on day 5. The simulation results are shown in Table 1.

Table 1. Simulated opinion heat under three guidance scenarios

Scenario	Guidance intensity γ	Time of peak (days)	Peak scale (users)	Users exited by day 30	Peak reduction
Scenario 1: weak guidance	0.15	18.1	3179	8884	—
Scenario 2: strong guidance from day 0	0.40	23.7	746	5381	76.5%
Scenario 3: strong guidance from day 5	0.40	19.5	809	6336	74.6%

Interpretation of results:

(1) Under weak guidance, public opinion will spontaneously amplify, reaching its maximum in about 2 weeks. In Scenario 1, $I(t)$ will rise to approximately 3,179 users within about 18 days, accounting for about 30% of the reachable population, but the peak delay is enormous, very far from the event. This is because the threshold $\beta/(\gamma+\delta) = 4.0$ is far greater than 1, indicating that the opinion has the capacity for sustained diffusion. Natural cooling cannot suppress the heat. The school remains under strong public pressure for a long time.

(2) With strong guidance on the day of the event, the peak can be reduced to about 1/4. In Scenario 2, strong guidance is implemented on the day of the event, and the maximum is only 746 users, a reduction of 76.5% relative to Scenario 1. Obviously, the heat curve flattens, and the maximum is delayed but only slightly. Public opinion gradually decays within a controllable range. It can be seen that increasing γ during the incubation period and the early outbreak stage, that is, promptly releasing authoritative information, strengthening communication within groups, and promptly refuting rumors, is a good way to directly control the peak.

(3) Once the first 5 days are lost, it is difficult to achieve the optimal effect even if the intensity remains unchanged. In Scenario 3, the maximum is 809 users, 8.4% higher than in Scenario 2. Moreover, the peak occurs earlier. The two parameters are the same, only the timing differs, and the intervention differs. In this way, there is a quantitative 'golden handling opportunity'. That is, the intensity of guidance affects the height of the maximum, while the timing of intervention affects the time of the maximum and the difficulty of handling.

(4) The purpose of guidance is to reduce the maximum and shorten the cycle, not to make the heat zero. The threshold in the model requires $\gamma+\delta>\beta$, that is, $\gamma>0.75$, for public opinion to completely lose its diffusion capacity, which is very difficult to achieve in actual campus management. Therefore, the goal managers need is to reduce the scale of the maximum, reduce the high-heat time, shorten the duration, and accelerate the time to being removed from the group. Do not pursue superficial quiet, deletion, or traffic control, as this will increase hostility.

5. Optimization Strategies for Campus Emergency Public Opinion Guidance Based on the Model System

5.1. Strengthening Actor Coordination: Building a Multi-Level Collaborative Response Network of "Central Command, Professional Execution and Social Support"

This corresponds to the actor dimension in the four-dimensional model. At the same time, adjust the model parameter α to reduce the degree of emotional polarization among the public. Solve problems such as departmental fragmentation and unclear responsibilities.

1. Establish a central command layer: Schools should set up a standing working group for public opinion emergencies (composed of departments such as the office, moral education, student affairs, security, and publicity) to form a tiered response system, activate relevant procedures according to risk levels, and form a unified external voice to avoid different departments speaking separately. At the same time, education departments should form a cross-regional coordinated system for campus public opinion, achieving integrated and smooth information flow from top to bottom.

2. Enhance the professional execution layer: legal advisors, psychologists, education experts, and publicity personnel should form an expert group responsible for fact-checking, risk assessment, and refining response texts. Enhance professionalism and, with the help of SEIR simulation results, identify the optimal intervention timing.

3. Mobilize the social support layer: mobilize class teachers, parent committees, and positive guides to provide emotional reassurance to parents and students and play an assisting role in communication, doing so through trusted grassroots figures rather than relying solely on official notices.

4. Platform collaboration: establish fast channels with online platforms and set up expedited channels for responsible reporting personnel to jointly address rumors and malicious editing and reduce the spread of false information.

5.2. Improving Channel Effectiveness: A Communication Matrix Combining Stratified Governance and Targeted Distribution

Corresponding to the channel dimension, the infection rate β of virus propagation in the mathematical model is controlled to suppress virus propagation.

1. Optimize the main official channels: school official channel accounts, videos, etc. should use short videos, images, and concise text instead of cumbersome official announcements, so as to improve the communication attractiveness of the channels.

2. Control risks in large-scale social channels. Technical means should be adopted to scan short videos and social channels, a mechanism of "labeling rumors + traffic throttling" should be implemented, and authoritative information should be promptly pushed to respond to hot events, thereby reducing the β infection rate of erroneous information.

3. Emphasize governance of circle communities. For parent WeChat groups and student communities, experts and parent committee representatives are stationed to communicate, and class teachers respond promptly in the groups, resolving conflicts within the circle and preventing internal disputes

from spilling over into society-wide opinion.

4. Accommodate offline channels. For parents less familiar with the internet, information is communicated simultaneously through parent meetings, home visits and campus notices, achieving online-offline complementarity and eliminating information gaps.

5.3. Reforming Content Supply: A Content Mechanism of Audience-Specific Production and Dynamic Iteration

Content dimension that will increase the intervention coefficient γ to strengthen the rate of cooling public opinion.

'Audience profiling, demand adaptation and feedback iteration' content generation model is established. Differentiated versions are produced for the concerns of parents, students and the general public: parents are informed mainly about the protection of student rights and handling measures, while the public is given the facts and institutional rectification.

Story to deliver data and facts instead of official cliché is used for narrative, the factual statement and emotional empathy have the same weight to use. Not only investigation conclusions but also the public emotion needs to be considered. at the initial stage, focus on the verified facts to be delivered first and not hurry to draw the conclusions quickly. At the later stage, emphasize rectification measures to show the improvement of governance. Optimise notification on content adjustment team according to the public feedback. Add explanations for misunderstood points to further enhance the persuasiveness of authoritative information. Increase γ and encourage netizens to quickly get out of negative discussion.

5.4. Intelligent Feedback System: Full-Process Closed-Loop Governance of "Sense, Project, Intervene and Review"

Corresponding to the feedback dimensions, this forms a closed loop of data input, simulation-based deduction, and effect evaluation, transforming from backward-looking processing to forward-looking guidance. Specifically, this includes:

First, the perception layer: integrating multi-source data to form a comprehensive campus public opinion monitoring system covering open networks, communities, short video comments, and other channels. Natural language processing methods are applied for sentiment analysis. Time-series popularity data are statistically analyzed as input for the SEIR model. Nascent risks are identified, achieving early detection and early warning.

Second, the deduction layer: the collected data serve as input for the optimized SEIR equations. Popularity curves are simulated. The occurrence time of peaks and the time of maximum-scale peaks are deduced. Combined with a case library of campus events, multiple response plans are formulated. Active risk screening is carried out at critical high-risk nodes such as the start of the semester and examination periods.

Third, the intervention layer. Intervention is carried out through authoritative information on the network and supplementary explanations of issues. For extreme emotional needs, psychological teachers and homeroom teachers are mobilized to conduct one-on-one communication and counseling intervention. Through online public opinion management, the resolution of practical issues is advanced in parallel. Responses on the internet alone cannot solve practical problems and are insufficient.

Fourth, the review and retrospective layer: after the incident subsides, the actual public opinion curve is compared with the deduced one. The parameters β, α, and γ are inversely derived to evaluate the effectiveness of the guidance. A full review produces case files summarizing gains and losses in monitoring, communication and handling, which are incorporated into the school case library for staff training-achieving the governance goal of handling one incident, improving one set of institutions and educating one group of people.

6. Conclusion

Public opinion guidance on campus emergencies is not merely a matter of online information control; it is an important component of educational administration and campus governance in the new era, bearing on campus stability, home-school mutual trust and the fulfillment of the fundamental task of fostering virtue through education. Drawing on approaches to public opinion governance during public health emergencies and grounded in educational administration practice, this paper constructs a qualitative four-dimensional model of "actors–channels–content–feedback" and introduces an improved SEIR diffusion dynamics model suited to campus scenarios, combining qualitative deconstruction with quantitative simulation. It proposes optimization pathways across actor coordination, stratified channel governance, audience-specific content supply and full-process intelligent feedback, seeking to move campus public opinion work from reactive "firefighting" toward proactive governance encompassing prevention, in-process guidance and post-event review.

Going forward, schools should further improve cross-departmental information sharing, enhance administrators' media literacy, embed SEIR simulation tools in campus opinion monitoring operations and integrate opinion governance into routine educational management. Routine risk screening should be maintained and channels for teachers, students and parents to express demands kept open. Public opinion must be handled promptly and prudently when a crisis occurs, while home-school trust should be consolidated in daily operations to resolve latent conflicts, safeguard a sound educational ecosystem in a complex online environment and provide solid public opinion support for the high-quality development of education.

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