

# *Research on the Construction of WeChat-Based Online Learning Communities*

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**Keywords:** WeChat; M-Learning; Online Learning; Learning Community

**Abstract:** The construction of online learning communities based on WeChat is not only a requirement for the current educational reform and development but also a necessity for students to enhance their own quality. This study analyzes a series of issues regarding how online learners use WeChat as a channel to obtain course information; how course organizers use WeChat as a medium to promote and organize learners' learning; and how learners use WeChat as a platform to interact with course organizers and other learners. The analysis reveals the profound transformation in learning that is occurring in the current online learning environment. From the perspective of a manager, the study proposes strategies for constructing online learning communities in the mobile learning environment with WeChat. Ultimately, it aims to build a WeChat-based online learning community platform model, where online learners can frequently communicate and share learning resources with other members, thereby completing learning tasks together and forming a partnership relationship where all members influence and promote each other.

## **1. Overview of WeChat-based Online Learning Communities**

With the advent of the "micro era," and its increasing popularity, WeChat has gradually become a major channel for the dissemination of various types of information. Online learning has also taken advantage of this trend and begun to use WeChat for course promotion, organization, and interaction. As of the first quarter of 2025, the number of active accounts on WeChat and WeChat worldwide reached 1.402 billion, marking a 3% increase compared to the same period last year [1]. For an application that tops the charts in download and usage rates, WeChat presents both opportunities and challenges for the education and training industry. Currently, WeChat's disruptive methods of communication and dissemination are changing all previous market operation concepts. This new type of lifestyle and production method will allow China's education and training industry to stand out from fierce market competition. Education and training institutions' WeChat public platforms have emerged with the development of network technology and the arrival of the "micro era," and are gradually achieving further optimization [2].

Research on online learning communities in China began in 1999 with the Harbin City Education System's study on the theory and practice of learning communities. In 2000, Capital Normal University initiated research on the construction of support platforms for online learning

communities. In 2006, the wave of educational informatization reform in China established specialized research institutions for learning communities [3].

## 1.1 Mobile Learning

Mobile learning is a very popular learning model at present, which combines mobile multimedia terminals to provide learners with a brand-new experience. To deeply understand the meaning of mobile learning, we should focus on the following points: Mobile learning is an extension of digital learning, which in turn originates from distance learning. Therefore, mobile learning has the following relationships with other learning models (See Figure 1) [4]:

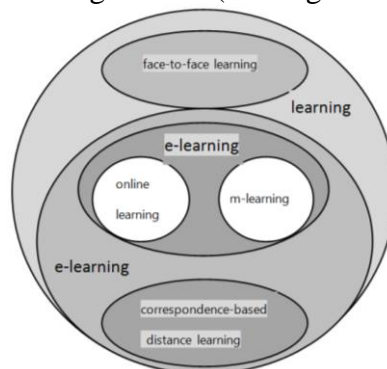


Figure 1 The Relationship between Mobile Learning and Other Learning Modes

Mobile learning not only contains all the characteristics of digital learning models but also has its unique advantages, namely that the learning environment and resources are mobile, and learners are also mobile, not limiting learners to in front of a computer. Mobile internet technology supports mobile learning, achieving the miniaturization of teaching tools, portable, wireless, and excellent mobility.

## 1.2 Online Learning Communities

Simply put, it is a learning community formed on the basis of network technology. However, it is different from a learning community in that it is established in a virtual online space. The openness of the network makes online learning communities also very open, offering good interaction and communication among members compared to traditional classrooms, and has good interactivity compared to traditional transmission methods. Network transmission is not only diverse in form but also fast in speed. Therefore, online learning communities have a good development prospect under this background [5].

WeChat-based online learning communities are online learning communities formed on the WeChat platform. This mobile learning model is novel and has low operational skill requirements, facilitating learners' use and aiding communication and interaction among community members.

## 2. Characteristics and Advantages of WeChat-based Online Learning Community Platforms

In the environment of WeChat-based online learning communities, learners gather together with a common vision and goal to share information, collaborate in learning, and exchange dynamic updates in an open system, characterized by context, practice, etc., achieving real-time feedback and diverse assessment methods [6].

## 2.1 Characteristics of WeChat-based Online Learning Support Platforms

WeChat-based online learning community platforms have the following three characteristics [7]. First, using WeChat to build online learning communities can achieve real-time communication and exchange. Second, using WeChat to build online learning communities can store a vast amount of information in various formats such as text, audio, images, and videos. Lastly, these pieces of information can be accessed through hyperlinks. Even so, WeChat-based online support platforms may also face issues such as information not being meaningfully transformed into knowledge through learners' meaningful learning.

Regarding how network technology promotes learning, foreign experts have summarized the following five aspects. First, using network technology as a support medium for knowledge construction; second, using network technology as an information carrier in the process of knowledge exploration to support constructive learning; third, using network technology as a scenario support for "learning by doing"; fourth, using network technology as a social medium that supports learning through communication; and fifth, using network technology as an intelligent partner to support reflective learning [8].

From this, it can be concluded that constructing a WeChat learning community is about using the WeChat online support platform as a tool to build a learning community, rather than a tool for resource aggregation or a carrier for teachers to present knowledge.

## 2.2 Advantages of WeChat-based Online Learning Communities

It can stimulate learners' interest in learning [9]. Online learning communities focus on collaboration between individuals. Through the active participation of learners, mutual influence and promotion can be achieved. Therefore, the enthusiasm of individuals in online learning communities for communication and exchange directly affects the formation and development of the learning community.

The structure of members in WeChat-based online learning communities is reasonable. Members of online learning communities are gathered together by a common purpose, and also gather a large number of educators. If learners encounter problems during the learning process, they can seek help through direct messages or by asking experts and teachers in the group.

It can achieve in-depth interaction among members. By applying WeChat to online learning communities, every member of the community can communicate and interact with other members in real-time through any terminal device such as a mobile phone, promoting in-depth interaction among members.

It can enhance the sense of team spirit within the online learning community. The formation of a learning community mainly relies on communication and exchange among members. WeChat-based online learning communities have the characteristic of real-time communication, and real-time exchange can make communication among members more convenient and efficient, enhancing trust among members, guiding members to establish correct values, and improving members' team awareness [10].

## 3. Process and Methods for Constructing WeChat-based Online Learning Communities

WeChat-based online learning communities are not only organizations formed by learners and educators gathered together to complete a certain task, but also a dynamic open system based on information sharing and collaboration for the growth of each individual within the organization, an online network group. Many scholars at home and abroad have studied the process of building online learning communities, among which the most representative should be the general process of

building online learning communities proposed by foreign scholar Johnson (Scott D. Johnson), (see Figure 2):

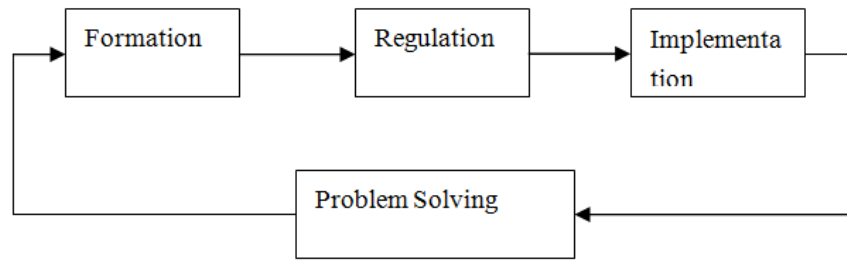


Figure 2 General Process of Building Online Learning Communities

### 3.1 The Construction Process of WeChat-based Online Learning Communities

#### 3.1.1 Formation

At the beginning of learning, learners actively communicate and interact with others due to their own needs, achieving mutual understanding through interaction, thus forming a relatively stable and mutually promotional specific collaborative relationship among learners. Eventually, they gather in the virtual space with common goals and visions. At this stage, learners mainly adopt autonomous learning methods, and online learners are still in the marginal stage of the online learning community [11].

#### 3.1.2 Regulation

Regulation refers to the established behavioral norms and basic rules that members follow during the interaction process among learners. These regulations will be perfected with the deepening sense of identification among members and the updating of learning methods or strategies adopted by members to achieve common goals.

#### 3.1.3 Implementation

After learners have frequent interactions with others and have a certain understanding of others, they have relative trust in the community. Individuals begin to participate in various activities, exercise the community's mission, and gradually complete common learning tasks. At this stage, the participation of learners is relatively high, and the rudimentary form of the online learning community is essentially formed [12].

#### 3.1.4 Problem Solving

Due to the rapid development of science, the demand for talents in society is also constantly updating. Learners must master real-time technology to adapt to social development. The online learning community must continuously update existing technology to meet the collective needs of learners, promote the formation of the learning community, and thus promote the better development of the community, thereby promoting individual growth. The online learning community is a dynamic cyclical and continuous process. To develop the online learning community, it is necessary to follow the laws of its formation and development.

### 3.2 Methods for Constructing WeChat-based Online Learning Communities

To ensure the long-term development of the support platform for WeChat-based online learning

communities, certain supporting strategies are required during construction. Based on the characteristics of WeChat-based online learners and the research of this topic, the following support strategies are obtained:

### **3.2.1 Establish Common Goals**

The goals of the WeChat-based online learning community include the community's common vision, individual development, and community development. To build a WeChat-based online learning community, the premise is that participants have a common goal or vision. Individual development refers to the improvement of knowledge and skills of community members. Community development is the promotion of the development of community members themselves while enhancing the community's own facts and skills [13].

### **3.2.2 Focus on the Design of the Learning Environment**

The learning environment and atmosphere have a significant impact on learning. In a harmonious, supportive, collaborative, and undisturbed environment, learners can grow and develop more easily. Therefore, constructing a secure and standardized space for learners to communicate and exchange is essential for building an online learning community.

### **3.2.3 Stimulate Learning Motivation**

Learning motivation is the key to stimulate and sustain learners' learning behavior. For WeChat-based online learning communities, how to build a WeChat-based online learning community is closely related to learning motivation. Research has shown that learning communities not only affect the degree of learners' participation in online learning communities but also affect the overall efficiency of learning communities [14].

### **3.2.4 Make Full Use of Network Media**

WeChat, as an important network technology medium widely used by modern people, achieves features such as information sharing, instant communication, broad dissemination of information, and fast data transmission. Its functions include the following points: First, WeChat can be used as a tool to support knowledge construction; second, WeChat can be used as a carrier for information transmission to promote individual knowledge construction; third, WeChat can be used as a social medium that supports learning through communication; fourth, WeChat can be used as an intelligent learning partner to support reflective learning.

### **3.2.5 Actively Carry Out Learning Activities**

Carrying out learning activities is the top priority in building WeChat-based online learning communities. Educators should propose activity themes that can arouse learners' interest based on the community's learning objectives and organize individuals to participate in learning activities to promote the acquisition and construction of knowledge for individuals. Each teacher should participate in discussions on the principle of equality and promote activities to unfold in a relaxed atmosphere. If the content of the discussion deviates from the topic, teachers should guide the discussion back to the topic in a timely manner.

### **3.2.6 Emotional Support**

Emotional communication among community members can promote the development of the

community. To develop the community, each member must participate in discussion activities on the principle of equality, warmly showcase themselves, actively express themselves, and promote emotional communication. Educators can encourage and affirm members at appropriate times, so that every member gains a sense of achievement.

#### 4. Model Construction of WeChat-based Online Learning Communities

#### 4.1 Constructing a Model for the Support Platform of WeChat-based Online Learning Communities

By reviewing literature, observing existing WeChat public learning support platforms, and studying the general process and strategies for building online learning communities, the author ultimately constructed a "WeChat Learning Community Support Platform Design" model (See Figure 3):

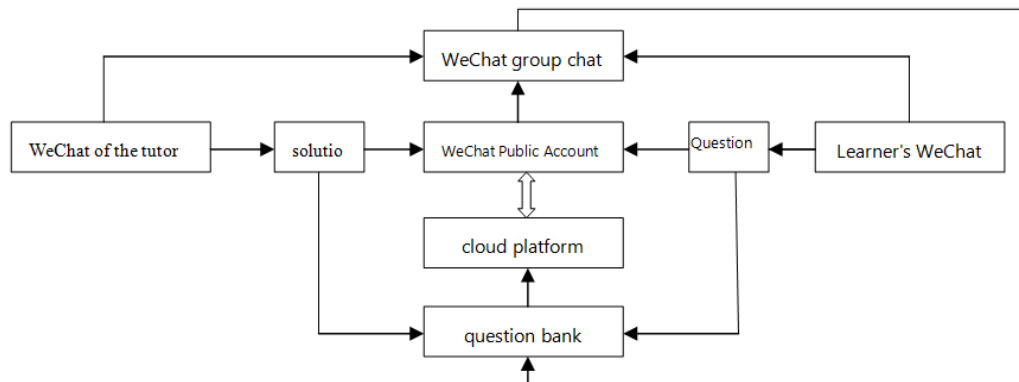


Figure 3 WeChat Learning Community Support Platform Design Model

## 4.2 Constituent Elements of the WeChat-based Online Learning Community Support Platform

Most researchers at home and abroad believe that the elements constituting learning communities generally include three aspects: learners, educators, and information. In the design model of the support platform for WeChat-based online learning communities, these three elements are also included: Educators generally refer to teachers, experts, or tutors in the learning community. Educators should not only have a wealth of professional knowledge and teaching skills but also master the skills of managing and operating WeChat public platforms, which requires educators to have very high personal quality to better promote the progress of the entire team in the online learning community.

Learners refer to individuals in the WeChat learning community who receive shared information from educators and other members, achieving personalized learning and collaborative learning and reflection. That is, members of a group who gather together based on common goals and visions.

Information includes both the exchange of knowledge and skills between learners and learners, learners and educators in the learning community, as well as emotional communication between them. The formation of the learning community is due to members frequently communicating and interacting with each other, achieving mutual trust, forming a relatively stable and mutually promotional learning relationship among learners; therefore, the exchange of knowledge and skills, emotions among members is the premise for the formation and development of the learning community [15].



### 4.3 Operational Mechanism of the WeChat-based Online Learning Community Platform

The design of this platform model takes the WeChat public platform as the core and extends to WeChat discussion groups. Educators publish course information through the public platform in the form of links, which are then forwarded to the discussion groups. Learners receive this information in the WeChat discussion group and enter the public platform through the link to view real-time courses. Building the support platform for the online learning community through this design model can achieve real-time interaction between educators and learners before and after class, and also achieve collaborative communication and information sharing among learners.

### 5. Conclusion

The learning community constructed based on WeChat can not only achieve real-time interaction between learners and educators, enhance the emotional and information exchange and communication among all members of the community, but also effectively stimulate learners' interest and enthusiasm for learning, promote information sharing among members, thereby promoting the overall development of the community. In the actual implementation process, there may also be some "loopholes". For example, if learners' self-control ability is not strong, and cooperation awareness is weak, the role of the learning community will be greatly discounted. Therefore, in the actual implementation process, teachers should supervise students in real-time, guide students, and promote students to strengthen their cooperation awareness and self-control ability.

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