



The Evaluation System of Labor Education Courses in Higher Education Institutions in the New Era

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Abstract. Labor education curriculum in the new era has the comprehensive education value of shaping virtue, increasing wisdom, strengthening physical fitness and cultivating aesthetics, and the connotation of labor education becomes an important way to stimulate the fighting spirit and the upward mobility of people, so as to finally realize the free and comprehensive development of people. However, at present, some higher education institutions have problems such as using educational internship instead of labor education, which leads to the stagnation of labor education in higher education institutions and makes it difficult to sound the labor literacy of teacher-training students. By improving the evaluation system of labor education courses in higher education institutions, the guiding role of evaluation can be fully exercised, and teachers can be more conducive to labor education according to the scientific evaluation indexes combined with specific situations. Therefore, this paper can solve the problems of “difficult to carry out”, “difficult to educate” and “difficult to evaluate” for teachers in colleges and universities by studying the evaluation system of labor education courses, so that students can fully understand and improve the development of their own labor literacy on their own.

Keywords: New era · Higher education institutions · Labor education evaluation system

1 Introduction

It is not only an important theoretical problem, but also a major practical problem how to carry out labor education courses to cultivate college students to love and respect labor, realize the all-round development of morality, intelligence, physique, beauty and labor, and then grow into a person who contributes to the family, society and mankind.

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2 The Practical Significance of Improving the Evaluation System of Labor Education Courses

2.1 Guiding the Direction of Labor Education Implementation and Improving the Labor Literacy of College Students

The outstanding nurturing value of labor is the educational value [1] of promoting the growth and success of young students. As a kind of practical activity education, labor is not only about static learning of labor knowledge and skills, but also about dynamically enriching students' labor wisdom, enriching their labor minds and shaping their willpower character, and the cultivation of these labor literacies can not be obtained by diplomas alone, but to let students' potential be developed through experience. To achieve this goal, it is necessary to follow the goal-oriented approach, take the end as the beginning, improve the evaluation system of labor education courses, clarify the modernized goal of labor education, so as to guide the direction of labor education implementation and make the evaluation standard become the test of the effectiveness of labor education courses in higher education institutions in educating people "compass".

2.2 Spurring the Main Body of Labor Education Implementation and Stimulating the Teaching Enthusiasm of University Teachers

If the evaluation system of labor education courses is not systematic and perfect, it is difficult for teachers in colleges and universities, as the main body of labor education implementation, to obtain self-efficacy in the process of education and teaching, thus lowering their career love and lacking enthusiasm for labor education, and in the long run, teachers' labor education ideas are depleted and cannot keep up with the development of the times, which affects the development of college students in the new era. In the long run, teachers' labor education ideas are depleted, fail to keep up with the development of the times, and affect the growth of the new generation of students. Teachers with a high sense of self-efficacy are able to quickly adjust inappropriate teaching content, which is also more conducive to teaching [2]. Like other disciplines, quantification of grades helps to reflect the fluctuation of students' performance in that discipline. Therefore, improving the evaluation system of labor education courses helps teachers to evaluate and reflect on the process and results of labor education, which is more likely to stimulate the enthusiasm of college teachers in education and teaching.

2.3 Enhancing the Effectiveness of Labor Education Implementation and Tapping into the Teaching Characteristics of Higher Education Institutions

Labor education as an educational task that needs to be constantly improved in higher education institutions, the construction of school labor education curriculum system is the most difficult and flexible part of it. Many higher education institutions often use educational internship and social practice as the main carrier [3] in the curriculum of labor education, and some of them even replace real labor education with educational internship. Therefore, improving the evaluation system of labor education courses can, on the

one hand, supervise the higher education institutions to offer special labor education courses for students, so as to enhance the effectiveness of labor education implementation, and on the other hand, prevent many college students from completing their work perfunctorily, improve their motivation to work, and explore the teaching characteristics of higher education institutions. On the other hand, it can prevent many college students from completing their work in a perfunctory manner, improve their motivation to work, and explore the teaching characteristics of colleges and universities, thus promoting the development and improvement of labor education in colleges.

3 Realistic Problems of Evaluating Labor Education Courses in Higher Education Institutions

3.1 Formalization: Replacing “Labor Education” with “Labor”

“The sky will descend on the people, it must first suffer their hearts and minds, labor their muscles and bones, and starve their bodies and skin.” It can be seen that physical labor is the basis for human development, which is not only the exercise of physical strength and endurance, but also the shaping [4] of human will and character, so labor is not a form, not a form of entertainment, and labor should not be a walk in the park, but when labor education is unavoidable, many higher education institutions use “labor” instead of “labor education”. However, when labor education is unavoidable, many colleges and universities use “labor” instead of “labor education”, treating students cleaning dormitories as “labor education”, treating students participating in club activities as “labor education”, and treating students holding parties as “labor education”. These various kinds of “labor” seem to be colorful, but in fact they are the formalization of labor education, only labor, not education.

Schools treat labor education as if they were blind, teachers offer labor classes as they like, no one digs the meaning of labor education at a deep level, it only stays on the surface of activities, lacking effective labor education guidance from teachers, students cannot generate wisdom in labor, labor education loses its true meaning and the most important function of nurturing people, that is, to open teaching contents in a planned way, to implement labor education in a systematic way, to train students in a purposeful way, so as to develop students’ potential and promote their development. The innovative spirit and problem awareness cultivated by college students in the process of labor is the most important thing for sound labor literacy, not just the systematic labor education replaced by formalized labor.

3.2 Lopsidedness: “Mental Work” Instead of “Physical Work” [5]

Chinese feudal culture has immersed most people in the ideology of “those who labor their hearts rule people and those who labor their strength”, and the status of diploma is as stable as a mountain in students’ minds, so that labor education is constantly “bookish”, “de-living” and “abstract”. Many college students even think that in the age of intelligence, they can replace all real physical [6] labor with virtual labor, and that learning knowledge and physical labor are unrelated and opposed to each other, and

many students' parents even tell them Many students' parents even give students the wrong idea that only when they study well will they not have to work hard in the future (labor in this case mainly refers to physical labor).

However, students' scores or education cannot create value directly, but they still have to learn how to work, how to create value through labor, and how to improve their moral character and cultivation in labor, therefore, the evaluation system of higher education institutions should adhere to the emphasis on "mental labor" while not forgetting "physical labor". Therefore, the evaluation system of higher education institutions should emphasize "physical work" while not forgetting "physical work", so as to promote the ability of young students to combine physical work and mental work, and to deepen and develop their knowledge, theory and practical experience through the interaction of the two.

3.3 Nominalization: Replacing "Collective Work" with "Individual Practice" [7]

Some exam subjects are often based on individual student learning, focusing on specificity, emphasizing the teaching of students according to their abilities, requiring students to think independently to solve problems, but after a long period of individual practice of learning not only confines students to cooperate and explore the problem-solving thinking, sometimes also formed a utilitarian "competition" climbing mentality. Because in reality, educators are more concerned with the development of students' personalities and hobbies, highlighting those students with different skills or excellent grades, who are valued by their parents and teachers and envied by their classmates, students are eager to pursue those "individual practices", and there is a tendency to emphasize the improvement of self-labor skills and the generalization of the labor subject. Therefore [6], in labor education, universities should not only pay attention to students' individual performance, but also pay attention to students' status in collective labor, so as to improve students' attention to collective labor.

3.4 Hollowing Out: "High-Profile Deployment" Instead of "Characteristic Development"

Education is a purposeful and planned social activity to cultivate people, so having clear educational goals, systematic educational contents, scientific educational methods, and diversified evaluation means are the four dimensions of labor education implementation. In the process of labor education, some higher education institutions have put forward an overwhelming number of implementation contents and deployed implementation progress at different levels, and various labor activities are in full swing, however, a closer study reveals that these activities are either a share of the regular activities, or the original activities have been deducted with the "labor education" hat. However, if we take a closer look, we will find that these activities either have a share of the regular activities, or have the hat of "labor education" in the original activities, which is deployed in a high profile and ineffective way and hinders the development of the characteristics of universities.

Labor education is not formed overnight, but in a long-term educational practice, complemented by other education, different environments and individual initiative.

Therefore, labor education should be based on the real life of students [8], and because of this in different contexts each school can start a unique labor education program, instead of flowing in the process and replacing the development of school characteristics with assignments.

4 The Construction of the Evaluation System of Labor Education Courses in Higher Education Institutions

4.1 Evaluation Concept: Highlighting Development Orientation and Establishing a Correct View of Labor

Labor education is a special kind of education that uses labor as a means to cultivate students' correct labor concepts, good labor habits and standardized labor behaviors, so as to improve their basic labor skills [9]. Therefore, the evaluation of labor education courses should be based on the fundamental goal of labor education, follow the essence and laws of labor education, and understand that labor education is a kind of contextual and experiential education, not a mechanized and step-by-step education, and should not be equated with "It is not to be equated with "knowledge subjects" and to use grades for summative evaluation, which will completely erase the special characteristics of labor education and cannot evaluate whether students' labor literacy has been developed or not. "Instead, we should insist on the combination of process evaluation and summative evaluation, written summary and participation in practice, student's concept and labor behavior, teacher's evaluation and student's mutual evaluation, etc., so that the evaluation can be more meaningful for students.

4.2 Evaluation Content: Sound Evaluation Indicators Based on Labor Literacy

The formation of life view and value is a spiral process, and the key to make students establish the correct concept is to cultivate their individual humanistic literacy, to "water" labor education in students' minds constantly, and to make the concept of loving labor sprout and blossom in students' minds, so that they can truly realize the importance of labor. Therefore, the content of labor education evaluation should start from the evaluation index and end up in labor literacy, so as to promote the real "adulthood" of young people.

Labor literacy refers to the humanistic literacy related to labor formed through life and educational activities, including the dimensions [10] of labor values, labor knowledge and ability. Under the dimension of labor literacy, we should not only focus on guiding students to establish correct labor values, but also focus on students' labor knowledge and skills as well as their labor behavior habits, and understand students' labor literacy through the evaluation of the three dimensions.

First is the dimension of labor ideology. Therefore, teachers should focus on helping students to establish correct labor ideology, so that they can realize that labor creates wealth and happiness comes from labor, experience the joy of reaping what they sow, and know that only by putting their feet on the ground can they. They will find the joy of labor in labor education, and eventually internalize the glory of labor in their hearts and actions.

The second is the dimension of labor knowledge and skills. For college students, they should not only actively participate in various school activities, but also actively join the practice bases provided by the school, use their spare time to work and study, enrich their social practice experience, carry out daily life labor, etc. to obtain personal labor experience [11], and at the same time, they should combine labor education with professional education, actively participate in the professional internship and practical training opportunities provided by the school for college students, polish their They should actively participate in the professional internship and practical training opportunities provided by the university, polish their professional knowledge and skills, dig deeper into the necessary vocational skills of their own industry, master the labor tools needed to enter the job, and lay a solid foundation for their future work.

Finally, there is the dimension of labor behavior habits. Young college students have experienced years of scientific, systematic and comprehensive education, and these knowledge skills and learning processes have a great impact on their minds, and they are able to give their full attention to discovering problems and creatively solving them during the labor process. Unlike simple repetitive technical work, teachers stimulate students' creative thinking through scientific leadership, open their eyes, and cultivate their analytical and problem-solving skills and The teachers stimulate students' creative thinking, open their eyes, develop their analytical and problem-solving skills and spirit of cooperation and inquiry, and eventually make them think and create and complete their work with high quality.

4.3 Evaluation Methods: Qualitative Evaluation is the Main, Quantitative Evaluation is Complementary

Quantitative evaluation emphasizes the use of mathematical tools to evaluate and analyze the cause-and-effect relationship of classroom phenomena. Although quantitative labor education evaluation is easy to operate and understand, it obviously pushes labor education evaluation to digitalization, mechanization and homogenization, which conceals the fact that labor education is complex, and teachers are prone to fall into The most prominent feature of qualitative evaluation is that it respects the feelings and experiences of the evaluated students, analyzes qualitative information in real teaching situations, and explains the various characteristics [7] of the object of study, and can change the inappropriate evaluation contents in time according to the occasional situation during the whole process of labor education, so that the evaluation is more suitable for the direction of labor education. At the same time, there are qualitative evaluations for different themes of practical activities, so that students can get clearer feedback, and they can be more aware of their weaknesses, strengths, and directions of efforts with qualitative evaluations. Therefore, based on the specificity of labor education, it is more scientific to adopt qualitative evaluation as the main evaluation and quantitative evaluation as the supplement.

4.4 Evaluation Operation: Recording the Labor Process and Setting Fixed Credits

The labor process and labor results are important signs of students’ participation in specific labor projects, from which we can see students’ labor dynamics and participation, and understand the knowledge and skills they have acquired while working. Therefore, recording students’ labor process comprehensively and objectively is an important step for qualitative evaluation, and also to prevent students from faking and muddling through, and teachers from arbitrarily evaluating students’ labor performance and affecting students’ acquisition of accurate The purpose of this study is to prevent students from falsifying and confusing their work performance, and to prevent teachers from arbitrarily evaluating students’ work performance, which may affect students’ acquisition of accurate self-perception.

By recording the labor process, collecting students’ labor performance, integrating the length of students’ labor, what kind of labor effect they achieved, the process materials of students’ labor, students’ self-reflection after labor and other related materials for compilation and summarization, and setting a fixed score of 2 points combined with qualitative evaluation, students are assigned credit evaluation for the degree of completing the project. There are 10 questions with 10 points for each question, and the total score is finally counted. Three evaluation subjects, namely, teachers’ evaluation, peers’ mutual evaluation and self-evaluation, are used to score the final average score, which is divided into four grades (“Table 1”).

Table 1. Implementation scale of labor education curriculum evaluation

Tier 1 indicators	Secondary indicators	Evaluation criteria	Grade score				Transcript
			Excellent 10'	Good 8'	Pass 6'	Failure 4'	
			Self-evaluation	Classmates mutual evaluation	Teacher evaluation		
Labor concept (30')	1. Students actively participate in the event	Positive attitude towards work, strong willingness to participate in activities, strong interest in work; able to participate actively, students actively complete each task in the activity					
	2. Students think the activities are valuable to carry out	Students believe that participating in this activity can provide a certain amount of labor education and can improve their personal labor culture					

(continued)

Table 1. (continued)

Tier 1 indicators	Secondary indicators	Evaluation criteria	Grade score				Transcript
			Excellent 10'	Good 8'	Pass 6'	Failure 4'	
			Self-evaluation	Classmates mutual evaluation	Teacher evaluation		
Labor concept (30')	3. Students think the tasks in the activity are well distributed	Students believe that there is no hierarchy among the tasks in the activity; they are able to find the work they are good at in the work					
Work capacity (50')	4. Students are able to ask meaningful questions during the activity	Students are good at identifying and asking questions; can express their personal opinions clearly; actively seek solutions to problems; try hard to solve problems in multiple ways					
	5. Students are able to handle labor-related information	Possess appropriate labor knowledge; purposefully collect data and organize and summarize effective information before labor; be able to integrate information readily					
	6. Students have the ability to complete tasks independently	Students are able to independently apply the knowledge required in their work; they have the ability to think independently and research problems; they can use their hands and brains to complete activities					
	7. Students are able to cooperate with their classmates in their work	Able to work together with classmates, help each other and complete tasks together; able to brainstorm and find effective solutions when encountering problems					

(continued)

Table 1. (continued)

Tier 1 indicators	Secondary indicators	Evaluation criteria	Grade score				Transcript
			Excellent 10'	Good 8'	Pass 6'	Failure 4'	
			Self-evaluation	Classmates mutual evaluation	Teacher evaluation		
	8. Students are able to reflect	Students are able to continuously reflect on making changes during the work; they submit a written report of self-reflection after the work					
Labor behavior habits (20')	9. Students have a labor goal to complete the activity	Students have some conceptual planning before the work; have realistic goals for the work; have adapted short-term and long-term goals					
	10. Students have good labor behavior habits that can be integrated into society	Not to procrastinate in work, avoid their own tasks, and complete their work successfully; actively cooperate and discuss with others; be able to ask for advice; be able to establish a cordial relationship with classmates					
Total Score							
Receive credit							
Evaluation Level			2 credits for 80–100; 1.5 credits for 60–79; 1 credit for 40–59; 0.5 credits for less than 40				

5 Conclusion

The construction of labor education curriculum evaluation system should be updated in real time with the labor education curriculum, strengthen the process division evaluation and result overall evaluation, understand the students' situation in labor literacy by using the scale, so that they can combine their individual strengths and make up for their shortcomings, ensure that students can get the labor quality evaluation results that match their own, and gradually promote the scientific evaluation system of labor curriculum education. In the end, the scientific direction of labor education will be deeply rooted in people's hearts.

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