



# Research on the Balance of Power in Multi-subject Evaluation of Labor Education

Fen Xie

Guizhou Normal University, Guiyang, Guizhou, China

1983722996@qq.com

**Abstract.** The evaluation of multi-objects in labor education is the process of practicing the evaluation of labor education in an evaluation community with clear boundaries and adhering to certain principles of distributing evaluation power. Analyzing the causes of multi-object evaluation power-sharing, and proposing the evaluation optimization strategy of multi-object evaluation of labor education with joint participation, joint sharing, and flexible adjustment of the power system are conducive to realizing the multi-object evaluation of labor education from common governance to good governance, optimizing the development of labor education, and promoting the high-quality development of labor education.

**Keywords:** Labor education evaluation, Multi-subject evaluation, Evaluate power.

## 1 Introduction

As an important element of China's education system, labour education plays an important role in determining how to build the spirit of workers in the new era, firm up the value of labour, and raise the level of labour skills, and it is an important driving force in promoting the high-quality development of education. In 2022, the Chinese authorities separated labour class hours and introduced rich integrated practice classes, paying more attention to the implementation of the goal of core literacy in the daily teaching of the curriculum. However, for labour education to be effective on the ground, the original single-education evaluation method should also be further innovated and optimised. Schools, teachers, parents, students and other multiple subjects participate in the evaluation of labor education, forming a multi-subject evaluation power balance, which helps to promote the evaluation of labor education to be more scientific[1]. Constructing a balance of evaluation power among multiple subjects in labor education, restoring the evaluation autonomy of students, families, and society, and allowing multiple subjects to have full evaluation power, is conducive to promoting the effective integration of labor education with the development of the times, and realizing the value of pursuing the virtue of educating individuals.

## **2 Analysis of the reasons contributing to the decentralization of multi-subject evaluation in labor education**

China's labour education focuses on cultivating students' labour knowledge and skills and enhancing their labour literacy, thereby realizing the ultimate value of establishing moral character. In order to further promote the practice of labor education and realize the objective and effective evaluation of labor education, understanding the causes of the decentralization of multi-subject evaluation of labor education is conducive to the promotion of the common governance of the diversified subjects of labor education evaluation, which is no longer confined to the single centralized evaluation of the government and the school, and restores more evaluation autonomy to the students, the families, and the society[2], and gives full play to the evaluation discourse of the different evaluation subjects, and maintains the evaluation power of the different subjects at the time of the evaluation, as a result of which this paper concludes the following three main reasons contributing to the decentralization of the evaluation of multi-subjects in labor education[3].

### **2.1 Requirements of social nature of labor education evaluation activities**

Evaluation is a phenomenon very common in social life, essentially belongs to a managerial activity, in the process of evaluation of different subjects of interest in the evaluation of the object of cognition, identification and judgement, the formation of an evaluative power. The subject of evaluation is the organiser and implementer of evaluation, and needs to understand and actively engage in the process of evaluation activities. The labor education process from discipline to evaluation involves students, parents, schools and society, and in the evaluation system of labor education, different subjects have different roles and judgment dimensions on the process and results of labor education[4]. In the practice of labor education, students learn practical activities through the instructions of instructors, and the entire process of labor education not only exists between "teaching" and "learning", but also runs through the school, family and society in an all-round and multi-level way. Thus, the evaluation of labour education should include different subjects throughout the process, and there are differences in the values of each subject when conducting the evaluation, which are subjective perceptions of the evaluation event itself by each of the multiple subjects. The active participation of schools, students, society and parents in the process of labor education makes the evaluation more objective and efficient, and the behavioral characteristics such as cooperation and dialogue that occurs when multiple subjects participate in the evaluation of labor education respond to the requirements of the social attributes of the evaluation of labor education by multiple subjects, and highlight the rationality of the root of the evaluation of labor education by multiple subjects[5]. Therefore, the vigorous inclusion of multiple subjects in the evaluation of labor education, the integration and dispersion of the power of different evaluation subjects not only enriches the dimension of evaluation of labor education[6], but also cuts into the evaluation from

different evaluation perspectives, which can effectively guarantee the effect of evaluation of labor education.

## **2.2 Evaluation of labor education in response to changes in spatial and temporal multidimensional development**

With the advent of the information age, the rapid development of artificial intelligence, Internet technology breaks through the time and space limitations of educational dissemination. In the information age, the time and space of labour education have changed. Once upon a time, labour education was a single field activity of implementing labour practice activities in schools, but now it has become three-dimensional and multidimensional in the new space-time pattern of "physical reality space + social practice space + information space" constructed by the Internet, which mobilizes the main bodies of different fields to participate in the process of labour education. The development of educational technique tools in the new era has also brought new challenges to the evaluation of labor education. Advances in information technology and Internet technology have eliminated the time and space barriers of people's interaction in the past, breaking the pattern of excessive centralization of educational resources in government and schools, and transform the flow of resources and information in labor education from the original centralized guidance of the government and schools to the decentralized participation of students, families, and the society, and the main body of the evaluation of labor education has also switch from the monotonous government and schools to the decentralized diversification of the main body of the labor education[7]. The main body of labor education evaluation has also changed from the government and schools to the diversification of multiple subjects. Facing the multidimensional development of space and time, the subject of labor education evaluation is gradually diversified. In order to realize the flexibility of multi-dimensional time and space, schools should transfer part of the power of evaluation of labor education to the participating subjects of other activities in time and space[8], such as parents, students and social subjects, to adjust the original single evaluation direction led by the government and schools, to re-balance the power relationship of the evaluation subjects, to innovate the evaluation method, and to fully consider the different dimensions of the evaluation subject of the pluralistic subjects.

## **2.3 The value of virtue in the evaluation of labor education**

As the fundamental task of education, the goal is to cultivate people of virtue and talent, moral, intellectual, physical, social and aesthetic development in an all-round way. China's educational development should deepen the transformation of the evaluation system of labour education and the sound implementation of the Lifelong Learning of Virtues, and the evaluation of labour education should adhere to the logical starting point of the Lifelong Learning of Virtues and the pursuit of the ultimate value, which is not a directive, authoritative and dominant evaluation of the school, but rather a form of evaluation in which the school, the family and the community participate in a multi-body approach. In recent years, the evaluation of labour education in China tends to

be dominated by the school, advocating highly efficient education evaluation and management, and labour education receives low attention compared with knowledge education, resulting in the lack of scientific assessment standards for labour education evaluation, and over-emphasis on the acquisition of labour skills to the neglect of the formation of labour values and other problems.

The labor education is a kind of education method that guides students to participate in comprehensive practical activities to educate individuals, from curriculum development to activating promotion to evaluation and management, all of which effectively implement the concept of people-oriented, focusing on the development of students' personalities. Lifelong knowledge is the value guide for the evaluation of labor education[9]. In the evaluation system of labor education, the task-based development and management of schools alone is not enough to highlight the humanistic value of lifelong learning, coupled with the excessive involvement of schools in evaluation, the evaluation power of students, parents and the community has not been taken into account, which puts the evaluation power that should be enjoyed by the subjects on the back burner[10]. In order to meet the diversified and differentiated needs of different evaluation subjects in labor education, the joint participation of multiple subjects in evaluation re-empowers students, families, and society with certain evaluation power, which helps to restore the autonomy of different subjects in the evaluation of labor education, strengthens the evaluation power of multiple subjects, and promotes mutual games and cooperative dialogues among multiple subjects, thus enhancing the objectivity and validity of the evaluation of labor education and the realization of the principle of "labor education focuses on the development of students"[11]. In this way, the objective and effective evaluation of the labor education can be strengthened, the main task of the labor education focusing on students' development can be realized, and the ultimate value pursuit of cultivating moral integrity can be realized.

### **3 Constructing a path for multiple subjects to collectively participate in a balanced evaluation of labor education**

Currently, a number of countries are advocating that the subject of education shift from unitisation to diversification, and educational evaluation should also be to feedback the results of educational information from multi-channel and multi-directional, to enhance the evaluation of the multi-dimensional interaction between the various subjects, and to pay attention to the development of the comprehensive qualities of the evaluated person. To fulfill the main tasks of the current educational development and to promote the construction of the mechanism of collaborative education in the family, school and society, the evaluation of labor education should actively explore the path of joint participation of multiple subjects, reasonably establish the boundaries of power in the process of joint participation of multiple subjects in the evaluation, flexibly adjust the system of power of multi-subjects evaluation, and enrich the diversified patterns of evaluation of labor education to promote the enhancement of the students' labor literacy.

### **3.1 Maintaining multi-actor co-participation in evaluating authority**

Constructing a multi-body joint participation in labor education evaluation network, to maintain the evaluation power of multi-body joint participation. To accomplish the goal of educating people, labor education should pay attention to the role of evaluation of labor education, actively mobilize the power of students, parents, schools, and society in all main parties, give full play to the role of each subject in the evaluation of labor subjects, and promote the completion of a single evaluation to the transformation of multiple evaluation. First of all, when conducting a labor education evaluation activity, the school has to make a careful analysis of the labor education evaluation activity, giving full consideration to the main purpose of the evaluation, what are the main tasks of the evaluation, and how to give full play to the roles of different subjects of the evaluation, such as students, parents and society[12]. As to whether the situation of the evaluation is suitable for the joint participation of multiple subjects, it is necessary to objectively define the subjects that can participate in the evaluation in terms of the background and main purpose of the evaluation. There is one more point, when evaluating, the school should guide the evaluation appropriately[13]. In the face of the respective evaluation focuses of diverse evaluation subjects, the school, as an evaluation organizer, needs to coordinate the value judgment by integrating the views of quite a few parties and balance the order and standardization of evaluation. What is more, providing evaluation support to different evaluation subjects can further maintain and sublimate the enthusiasm of evaluation subjects to participate in the evaluation, so as to examine the quality of school labor education from a more comprehensive and specific perspective and improve students' labor literacy.

### **3.2 Optimizing the sharing of evaluation power among multiple actors**

Labor education as an important part of quality education, its educational content and form are richer, involving a wide range of activities and resources, which can not be separated from the students, families, the community's participation in the power of multiple parties, the school jointly with a number of subjects to participate in the evaluation and management of the students to cultivate high-quality labor literacy, set up the correct labor values.[14]Therefore, optimizing the sharing of evaluation power among multiple subjects should be done as follows:the first is that, in promoting the realization of the value of labor education evaluation, it is reasonable to synthesize the differences in the power of multiple subjects, follow the needs of different evaluation subjects, and maintain the balance of power among students, families, and society in the participation of multiple subjects in the evaluation[15]. The second is to pour attention into the modern technology to make the evaluation of labor education more diversified and to mobilize the participation of multiple subjects in the evaluation of labor education, adopt new evaluation methods such as "online + offline" examination and evaluation, establishing student file bag evaluation, intelligent database tracking evaluation, and so on, track the practical activities of the students in the whole process, and analyze and analyze the evaluation results in different venues through multi-subject observation and big data automatic calculation, and provide the evaluation results in

different venues[16]. Through multi-subject observation and big data automatic calculation and analysis, it mobilizes students, parents, schools and the society to participate in evaluation in different fields, and further helps students to accomplish self-evaluation and others' evaluation effectively.

### **3.3 Adjusting the multi-subject evaluation authority system flexibly**

If we want to make multiple subjects participate in evaluation together while maintaining a good balance of evaluation power, we need to establish a dynamic and flexible evaluation power system, standardize the boundaries of evaluation power, and appropriately set the weight of evaluation power in different evaluation fields. To begin with, in different types of labor education, in different fields and with different participating subjects, prevent the over-concentration and unification of evaluation power, and weigh the proportion of evaluation power among the subjects. Establish a dynamic and flexible evaluation power system, standardize the boundaries of evaluation power, and appropriately set the proportion of evaluation power in different evaluation fields. Secondly, in different evaluation situations, multiple subjects participating in the evaluation need to reasonably allocate the proportion of evaluation power according to the type of evaluation object, the occurrence of the field and other factors[17]. For example, when evaluating students' acquisition of knowledge in labor education courses, the characteristics of teacher-led and student autonomy in school education should be respected, and more evaluative power should be given to the school subject and the student subject; when evaluating whether students have good labor habits at home, let the family power have full evaluative discourse power; for the evaluation of students' labor education activities outside the school, the power of the society and the family should be mobilized, and the organizational role of the family and the family should be brought into full play. Give full play to the organizing role of the family and society, and increase the weight of evaluation power of the family and society in the evaluation system[18].

## **4 Conclusions**

On the basis of mobilizing multiple subjects to participate in evaluation together, actively meet the development needs of students' diversity, give more evaluation power to different subjects, take the initiative to construct a professional evaluation with the mutual participation of students, schools, families and society, promote the reconstruction of the power of the evaluation subjects between them and share the power of balanced evaluation, which is conducive to the opening up of a richer and more advanced new type of evaluation mode, and subsequently the implementation of the practice of labor education.

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