

# The Practical Dilemmas and Approaches to Evaluating Labor Education for College Students in the New Era

Yucong Qin

Jiangxi Agricultural University, Nanchang 330045, China

**Abstract:** Evaluating labor education for college students in the new era is not only a concrete manifestation of the sinicization of Marxist labor education thought, but also a key channel for shaping young students' perspectives on career development. However, the current evaluation of labor education in colleges and universities faces practical issues such as a single evaluation subject, standardized evaluation methods, and simple evaluation content. Based on this, it is necessary to broaden the subjects of labor education evaluation, optimize evaluation methods, enrich evaluation content, and gradually establish a scientific and effective labor education evaluation system, continuously improving the evaluation of labor education in higher education institutions.

**Keywords:** College Students, Labor Education Evaluation, Value Implications, Practical Dilemmas, Exploration of Approaches.

## 1. Introduction

In the education system of the new era, labor education, as a key component of student development, holds irreplaceable practical value in promoting the coordinated growth of young students in moral, intellectual, physical, aesthetic, and labor aspects. The quality monitoring system of labor education in universities in the new era is guided by an evaluation mechanism at its core, and its strategic positioning received institutional recognition in the 2020 central education reform guideline documents. The "Overall Plan for Deepening the Reform of Education Evaluation in the New Era," issued jointly by the Central Committee of the Communist Party of China and the State Council as a top-level design document, particularly emphasizes the construction of a quantitative index system for labor literacy. By formulating detailed assessment rules and operational standards, it transforms theoretical study and practical participation into a traceable growth trajectory. The plan highlights the establishment of a dynamic monitoring mechanism, incorporating phased labor performance into the talent cultivation quality evaluation system, aiming to continually guide behavior, enable young people to develop stable value recognition, and ultimately achieve the educational goals of acquiring labor skills and cultivating the virtues of diligence and frugality.

The vocational school students employment brought about by the brand new opportunities and real challenges, and on this basis puts forward for this phenomenon to cope with the solution to the employment problems in the era of artificial intelligence has a certain degree of reference significance<sup>[1]</sup>. Based on this, this study takes the evaluation of labor education for university students as its main research focus, exploring effective ways to improve the evaluation of labor education for university students in the context of the new era.

## 2. The Value Implications of Labor Education Evaluation for University Students in the New Era

(1) Effective Ways to Guide College Students in Forming

### Scientific Career Awareness

In the process of promoting the integration of the five educations in the new era, labor education has become an important dimension connecting basic education and higher education. Higher education, as a critical period for professional socialization, primarily relies on non-continuous labor participation to achieve the transformation of professional cognition paradigms. If the supply of career guidance resources in practical settings is insufficient, it will lead to cognitive tendencies among young people to form hierarchical misjudgments of professional values. Therefore, labor education evaluation, guided by scientific theories and based on college students' labor practices, plays a role as a 'guide' in helping students establish correct professional concepts. During the evaluation process, educators clearly communicate what is acceptable and what is not to students, maximizing the corrective and formative functions of educational evaluation. This helps correct students' improper professional views and adequately prepares them to take the right steps when facing work choices and entering society in the future<sup>[2]</sup>.

(2) The inevitable requirement to guide the comprehensive development of university students

Marx pointed out that 'the budding of future education has emerged from the factory system. For all children who have reached a certain age, future education-combining productive labor with intellectual and physical education-is not only a way to improve social production but also the surest method for cultivating comprehensive human development<sup>[3]</sup>. Under the background of educational evaluation reform in the new era, the cultivation of labor abilities has transcended traditional skill training and evolved into a systematic educational project that integrates knowledge application, value shaping, and social adaptability. This represents an important breakthrough in implementing the concept of coordinated development of the five areas of education. In labor education, students achieve cognitive iteration and moral cultivation through embodied practice, and complete aesthetic education and physical development through problem-solving activities. However, the paradigm shift in labor literacy cannot rely solely on autonomous construction;

it is necessary to establish a dynamic evaluation and intervention system-enhancing motivation in the labor process through value-added evaluation and promoting the intrinsic growth of the value of "labor dignity" through reflective scaffolding, thereby transforming social value standards into individual behavioral norms. At the same time, based on policy requirements, a dynamic assessment mechanism integrating government, schools, families, and society should be constructed. This not only reflects the multidimensional characteristics of modern educational governance but also serves as a practical interpretation of the concept of collaborative education<sup>[4]</sup>.

### (3) A Positive Response to Marx's Thought on Labor Education

The classical Marxist view of labor points out that alienated labor under capitalism leads to the dissolution of human subjectivity, reducing social relations to a reified existence. The path to overcoming this predicament lies in establishing a labor-education co-constructive paradigm: through the enlightenment of labor value within educational settings, workers are made aware of the liberatory nature of their practices. This philosophy of labor education not only lays the foundation for the theory of comprehensive human development but also provides a value benchmark for the establishment of labor literacy evaluation standards in contemporary universities. In the current era, when the wave of digitalization is sweeping the globe, the phenomenon of value alienation emerging among youth has drawn widespread attention. Influenced by utilitarianism and passive indolence, some university students gradually adopt lifestyles characterized as "Buddhist-style living" and "low-desire socializing." This phenomenon not only challenges the long-standing spirit of diligence and self-improvement inherent in Chinese civilization but also runs counter to the core tenets of Marxist theory regarding comprehensive human development and the value-creating role of labor<sup>[5]</sup>. The core purpose of constructing a labor education evaluation system in higher education is to guide young people in shaping a positive understanding of labor and its values, enabling learners to affirm and elevate their life value through creative labor practices, and ultimately achieve the ontological return of the individual as a labor subject<sup>[6]</sup>.

## 3. The Practical Dilemmas in Evaluating Labor Education for College Students in the New Era

### (1) Single evaluation subject

Precision-oriented labor education evaluation should ideally construct a three-dimensional dynamic model of 'process-result-development,' but structural contradictions on the supply side of education have forced the role of teachers to become alienated: they have transformed from curriculum designers into monopolizers of evaluation. This trend of homogeneity among evaluators reflects the systemic flaws of the traditional labor education evaluation paradigm. First, within contemporary family education systems, the value orientation prioritizing academic credentials still dominates. In guardians' educational plans, the cultivation of academic abilities is given considerably more weight than the shaping of practical skills, with most families viewing the learning of cultural knowledge as a shortcut to overcoming class barriers and avoiding basic-level jobs. Specifically, modern families generally tend to instrumentalize book learning, seeing it as

the core path to transcending occupational strata. Second, on the school side, the imbalance of teacher-student interaction in labor education evaluation is particularly prominent. Firstly, as the core participants in educational practice, students should have an objective understanding of their own weaknesses in labor practice. However, under the current system, most institutions have yet to establish a robust self-evaluation framework, resulting in a lack of channels for self-assessment and peer assessment. This one-way evaluation model may lead to cognitive biases among participants. Secondly, a collaborative evaluation mechanism among teachers has not yet been established, and the evaluation responsibility is often borne by a single teacher. Given the dual absence of a systematic evaluation framework and clear indicators in the labor education field, coupled with students' labor concepts and attitudes being latent, objective evaluation requires continuous tracking and integration of data from multiple sources. In this context, a single-subject evaluation model is unable to avoid subjective limitations.

### (2) Irregular evaluation methods

Higher education labor education evaluation focuses more on results than on the process. 'Process evaluation' refers to the 'process' as opposed to 'results' and has a guiding role, paying attention to the process-oriented outcomes reflected in students' development during the teaching process<sup>[7]</sup>. The process-oriented monitoring of labor education can effectively track the dynamic development of students' labor skills and literacy, providing developmental evidence for evaluating teaching effectiveness. However, the current evaluation system in universities shows a clear tendency towards instrumental rationality, focusing excessively on measurable indicators such as the quantitative completion of labor tasks and material outputs. Although this quantitative evaluation model offers operational convenience and goal orientation advantages, it neglects the qualitative development rules of labor education as a practical educational activity. The shaping of college students' labor values is inherently gradual, requiring continuous behavior observation and growth documentation for a comprehensive presentation. If evaluation is based solely on outcomes, it may not only prompt students to engage in strategic perfunctory behavior that weakens their practical involvement but also transform educational objectives into performance competition, with the resulting utilitarian orientation potentially undermining the inherent value and appeal of labor education.

### (3) The review content is simple

Constructing a comprehensive evaluation system for labor education among university students requires designing reasonable evaluation content, which plays a crucial restrictive role in achieving educational goals. In reality, on one hand, there are few labor education courses for university students, the curriculum system is compact, and the course content is mostly theoretical, making it impossible for students to truly engage in practice. On the other hand, the implicit labor education elements embedded in the current curriculum system lead to a structural coupling between subject assessment and labor literacy evaluation, and this cross-dimensional evaluation standard severely restricts the professional construction of the labor education evaluation paradigm. The resulting imbalance in evaluation content manifests as three forms of alienation: the imbalance between technical operation and value internalization, the disconnection between explicit behavior and cognitive

deepening, and the fracture between closed settings and social practice. This fragmentation of evaluation dimensions not only hinders the formation of a multi-dimensional monitoring indicator system, but also causes labor education quality assessment to fall into an inefficient cycle-overly focusing on quantifiable short-term behavioral data while neglecting the long-term cultivation mechanism of labor values, ultimately leading to superficial and fragmented educational effectiveness<sup>[8]</sup>.

#### 4. Exploring the Paths for Evaluating Labor Education of College Students in the New Era

(1) Coordinate multiple parties to participate and expand the evaluation subjects of labor education

First, build an integrated school-family labor education evaluation system. Schools can use digital platforms to transmit students' in-school labor literacy development in real time to families, while simultaneously designing extracurricular collaborative tasks to guide parent-child participation in practical projects. In the process of collaboration within the family setting, parents can intuitively assess their children's progress in labor skills, thereby actively engaging in the evaluation of educational outcomes. This bidirectional operational model not only establishes a mechanism for school-family collaborative education but also creates a multidimensional evaluation system. Second, break through traditional subject boundaries and build an interdisciplinary collaborative evaluation system. Given the comprehensive nature of labor literacy cultivation, its evaluation cannot be undertaken by a single subject teacher alone; instead, it should be achieved through the collaborative participation and multidimensional interaction of teachers from various subjects. By organizing interdisciplinary teaching and research activities, teachers can optimize teaching effectiveness through professional development paths such as thematic discussions and case analysis, while simultaneously promoting the organic integration of labor education into the subject teaching system. This integrated development model not only nurtures a versatile evaluation team but also forms a literacy cultivation network with broad coverage.

(2) Clarify value positioning and optimize methods for evaluating labor education

First, combine formative assessment with summative assessment to establish a mechanism that integrates dynamic evaluation with static measurement, thereby enhancing the systematic monitoring of the quality of labor education. Educators use growth portfolios and design dual-dimensional evaluation tools that include both process trajectories and stage outcomes. At the beginning of the course, labor skill baseline assessments are conducted to establish personalized ability development coordinates; a phased assessment process is implemented, dynamically tracking students' project practice, skill acquisition, and other growth trajectories through electronic portfolios, with regular developmental diagnostics and feedback adjustments. At the end of the course, performance-based evaluation methods are used, organizing diverse final assessments such as labor achievement exhibitions and skill certification examinations<sup>[9]</sup>. At this time, educational assessment entities urgently need to break through the limitations of result-oriented evaluation mechanisms and should reconstruct the

evaluation system from a dynamic development perspective, focusing on growth indicators of the learners. Secondly, the evaluation of labor education should be based on a multi-dimensional perspective, integrating dynamic development with individual differences. While focusing on cultivating practical skills, attention must be paid to the tendency of imbalance between skills and qualities, avoiding issues where a single evaluation standard leads to uncoordinated student development. Therefore, the construction of a labor education assessment system should rely on multi-dimensional development indicators such as students' moral cultivation, cognitive levels, and physical condition to form a panoramic evaluation framework. Through practical platforms, it should achieve a multi-dimensional educational path encompassing moral cultivation, intellectual improvement, physical training, and aesthetic development, ultimately achieving the integrated development of core competencies<sup>[10]</sup>.

(3) Enrich evaluation content and promote comprehensive evaluation.

First, actively improve the content of labor education evaluation for college students. The labor education evaluation system in universities should use multi-dimensional observation indicators as a starting point, systematically constructing a three-dimensional evaluation model covering cognitive, practical, and value dimensions. By establishing a dual-track monitoring system of 'process evaluation and outcome diagnosis,' key elements such as labor attitude development, skill acquisition, and achievement output can be coordinated, forming an evaluation mechanism with dynamic tracking functions. Second, deeply explore the evaluation content of college students' labor education across various dimensions. Based on the construction of a diversified evaluation structure, universities should focus on advancing the in-depth development of the labor education assessment mechanism. By systematically deconstructing the elements of labor literacy evaluation and implementing a hierarchical indicator design strategy, a scientifically sound and complete evaluation framework can ultimately be formed, thereby enhancing the precision, practical orientation, and feasibility of the labor education evaluation system<sup>[11]</sup>. This will make the evaluation of labor education for college students more practical and applicable.

#### 5. Conclusion

Therefore, regarding the evaluation of labor education for university students in the new era, we need to broaden the subjects of labor education evaluation, optimize evaluation methods, enrich the content of evaluation, and gradually establish a scientific and effective labor education evaluation system, continuously improving and refining the evaluation of labor education in universities.

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