

Institutional construction and practical logic of labor education courses in Chinese universities —an empirical study based on 83 universities

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Corresponding Author

Nan LI¹

Shengye Liu²

Jie Yang³

^{1,2,3}School of Political Science and Law, Qilu University of Technology, Shandong Academy of Sciences, Jinan, Shandong, China.

¹Email: lnlnln@qlu.edu.cn

²Email: 490672382@qq.com

³Email: 3033654165@qq.com

ABSTRACT

This study takes 83 undergraduate colleges and universities across China as research subjects. By conducting textual analysis of implementation plans, combined with questionnaire surveys and face-to-face interviews, it attempts to investigate the current implementation status of labor education courses in Chinese higher education institutions. The study finds that the credit allocation of labor education courses is relatively uniform, while the arrangement of theoretical and practical class hours presents two typical models: practice-oriented and equal emphasis on both theory and practice. Such courses are mostly offered to lower-grade students and are gradually extended to upper grades and the entire academic stage. The practical content is diverse, yet problems such as content homogeneity and insufficient integration with professional teaching exist. The assessment and evaluation of labor education still mainly rely on service hour recording and report writing, which makes it difficult to effectively evaluate the extent to which students master labor knowledge and internalize labor literacy. Meanwhile, the author further summarizes existing problems in current labor education, including deviated teaching objectives, mismatched content, single evaluation methods, and inadequate faculty support. Accordingly, this paper proposes comprehensive institutional improvements in curriculum and teaching design, multi-departmental collaboration, optimized teaching evaluation, and teacher training guarantees. These measures aim to organically integrate labor education with professional education, effectively embed it into the talent cultivation system of colleges and universities, and give full play to its educational function.

Keywords: Curriculum implementation, Curriculum reform, Labor education, Labor literacy, Labor practice, Labor Values, University talent cultivation.

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Highlights of this paper

- This study conducts an empirical investigation on 83 undergraduate universities nationwide with a mixed-methods approach including textual analysis, questionnaire surveys and interviews, combing and clarifying the current implementation status of labor education courses in Chinese universities and sorting out the characteristics of its main implementation models.
- The research comprehensively identifies and analyzes the structural and institutional dilemmas faced by college labor education in curriculum design, faculty support, teaching evaluation and credit management, and explores the underlying causes of such problems in depth.
- Targeted systematic optimization paths are proposed from five dimensions including curriculum system construction, professional education integration, management mechanism improvement, evaluation system optimization and teaching staff building, aiming to provide certain practical experience and theoretical reference for the institutionalization and specialization development of labor education in Chinese universities.

1. INTRODUCTION

Incorporating labor education into the whole process of talent training in colleges and universities is an important measure to fully implement the requirements of cultivating socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor, and to implement the fundamental task of cultivating people with morality. In the process of higher education, it is of great significance to guide the majority of college students to establish correct labor concepts, master necessary labor skills, and understand the relationship between labor and social development in the process of growing up and becoming talents, which is of great significance to the cultivation of new people in the era of national rejuvenation. Institutions of higher education should conform to the requirements of the times and establish a sound curriculum system for labor education, so as to achieve the fundamental goal of fostering virtue and cultivating people (Wu & Cheng, 2022). In March 2020, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era", which systematically planned the labor education system at the national level and clearly required labor education to be "incorporated into the whole process of talent training". Subsequently, the Ministry of Education issued the "Guidelines for Labor Education in Primary and Secondary Schools", which provided more specific guidance and clearer requirements for the curriculum, content arrangement and implementation path of labor education in colleges and universities. Colleges and universities have also formulated school-based labor education programs according to the actual situation, and incorporated labor education as a compulsory course into the undergraduate training program. While implementing relevant policies and regulations, they have made adjustments and improvements in combination with their own resource endowments, forming a unique labor education teaching design and practice model.

Against the backdrop of the rapid advancement of relevant policies, academic responses to the curriculum design and implementation of labor education in Chinese higher education institutions have remained notably lagging. Existing research can be broadly divided into two main strands. The first strand focuses on interpreting the value connotation of labor education, with arguments centered on the necessity and implementation pathways of such education. For example, some scholars argue that, against the background of Chinese higher education institutions taking fostering virtue through education as the core link of education, actively promoting labor education helps facilitate the all-round development of students in moral, intellectual, physical, aesthetic and labor aspects (Jing, 2020). In labor education, it is essential to integrate and promote the Marxist outlook on labor, guide students to accurately understand that labor is the essential activity of human beings, and help them establish a correct Marxist view of labor value (Chen, 2020). Labor education is the organic integration of "education about

labor" and "education through labor" (Qu & Liu, 2019). The curriculum-based development of labor education is of core significance to the delivery of labor education in higher education institutions. It is necessary to return to the authentic path of educational activities, uphold the curriculum-based orientation, advance curriculum-enabled education, and enhance the practical effectiveness of labor education (Tang & Liu, 2021). Furthermore, reliance solely on a single compulsory labor education course is insufficient to fully unlock the educational value of labor education. It is necessary to adhere to the integration of specialized labor education courses and labor education penetration in general courses, as well as the combination of theoretical and practical courses (He, 2024). More scholars, from the perspective of curriculum system construction, assign distinct positioning to different courses in line with the labor education nurturing system. They put forward the principle that "specialized courses guide the direction, ideological and political courses lay the foundation, general education courses stimulate innovative thinking, professional courses implement the core concept, and practical courses deliver tangible outcomes", and explore the concept of building a labor education curriculum system in higher education institutions with full-staff and whole-process coverage (Yang, Hu, & Jiang, 2022).

The second strand focuses on the practical exploration of labor education in higher education institutions, mostly taking a single university as a case to summarize the characteristic experience, innovative practices and phased achievements of its curriculum development. For instance, Southeast University has improved its curriculum quality by optimizing curriculum structure, refining curriculum development, enriching online curriculum resources, and expanding practical project resources, while enhancing the efficiency of curriculum management through the construction of a dedicated labor education information service platform (Li, Chen, Luo, & Deng, 2024). Jilin University has invited national model workers to serve as distinguished professors and launched the National Model Workers' Labor Education Lectures series. This initiative has greatly advanced the promotion of the Model Worker Spirit, Labor Spirit, and Craftsmanship Spirit, and driven institutional, formal, and content innovations in the construction of the university's labor education curriculum system (Dai & Ji, 2023). Relevant research from Nanjing Agricultural University points out that the integration of labor education and professional education is a key development trend in contemporary higher education, and the reconstruction of the curriculum system in talent training programs is a critical pathway to achieve this goal. Through an analysis of practical cases of the integration of professional education and practical education in Nanjing Agricultural University, the study demonstrates the significance of accelerating the construction of a corresponding curriculum evaluation system (Yan, Sun, & Qiao, 2023).

While both strands of research hold significant theoretical and practical value, the on-the-ground implementation of labor education courses in higher education institutions still faces numerous practical dilemmas. Although most higher education institutions have begun to attach importance to labor education, it remains a weak link in the overall teaching system of Chinese universities, which is mainly manifested in the loss of the spiritual value of labor education, the shortage of labor education curriculum resources, and the lag in labor skill cultivation (Wang, 2019). The delivery of labor education courses in higher education institutions also faces multiple practical dilemmas, including backward curriculum awareness, fragmented curriculum design, absence of key implementation subjects, and inadequate curriculum evaluation systems (Liu & Zhang, 2023).

Existing analyses of the practical dilemmas of labor education courses hold important theoretical and practical implications, yet there remains a notable research gap in systematic empirical investigations based on large-scale, multi-level, and multi-type samples of higher education institutions. For example, Ren selected 87 higher education institutions in Beijing, Shanghai, Zhejiang and Jiangsu. By comparing the labor education implementation plans of these institutions and combining them with relevant official news reports on labor education, Ren conducted an in-

depth analysis of the implementation status of labor education, explored its underlying dilemmas, and proposed targeted optimization strategies (Ren & Sun, 2025). Yang conducted an empirical study on 43 application-oriented undergraduate universities across 11 provinces (Yang, 2023). Wang used a self-developed questionnaire to investigate the current status of labor education among 12,693 college students in six provinces including Shandong (Wang, Che, & Sun, 2020). Sun conducted a questionnaire survey on the status of labor education among undergraduates in newly-established local undergraduate universities, and analyzed the content, value connotation, and curriculum implementation status of labor education (Sun, 2023). However, this study argues that existing empirical investigations on labor education curriculum construction in higher education institutions generally have limitations such as narrow research coverage, single sample type, and excessive focus on a single category of institution. These limitations make it difficult to comprehensively and accurately depict the overall landscape, common characteristics, and inter-institutional differences in the implementation of labor education courses in higher education institutions nationwide, let alone conduct a systematic comparative analysis of the internal transformation mechanisms of curriculum implementation. This not only leads to a generalized and one-sided understanding of the current implementation status, but also results in the optimization strategies proposed in existing studies generally lacking sufficient pertinence and operability.

Against this background, this study conducts a systematic investigation of the publicly released labor education implementation plans of Chinese undergraduate higher education institutions from 2022 to 2025. A total of 83 undergraduate universities nationwide were selected as the research sample in strict accordance with the stratified sampling principle. The sample consists of 34 Double First-Class universities, 36 local general undergraduate institutions, and 13 private undergraduate universities. It covers various types of institutions with distinctive disciplinary features, including comprehensive, science and engineering, normal, agriculture and forestry, political science and law, medical, and art universities, spanning 26 provinces in the eastern, central, and western regions of China. Through a systematic text analysis of the sampled institutions' labor education implementation plans, combined with questionnaire surveys and semi-structured interviews with students from selected sample universities, this study seeks to objectively depict the implementation models and overall characteristics of current labor education courses in Chinese higher education institutions, identify potential problems and challenges in the whole process of curriculum organization, design, implementation and evaluation, and put forward targeted optimization suggestions. Theoretically, this study helps to deepen the understanding of the implementation logic of labor education courses in higher education institutions, and expands the research horizon of curriculum theory and educational governance. Practically, it provides a referable framework for various institutions to optimize curriculum design, innovate management models, improve evaluation mechanisms, and strengthen teaching team development. It also offers empirical evidence and practical pathway references for the systematic construction, professional implementation, and effectiveness-oriented evaluation of labor education in higher education institutions, thus holding important academic value and practical guiding significance.

2. SYSTEM DESIGN AND PRACTICE MODE OF LABOR EDUCATION CURRICULUM IMPLEMENTATION IN COLLEGES AND UNIVERSITIES

In order to systematically describe the implementation of labor education courses in colleges and universities, this study investigated and analyzed 83 effective samples. The samples covered three types of "double first-class" construction colleges and universities, ordinary undergraduate colleges and private undergraduate colleges, covering comprehensive, science and engineering, teacher-training, agriculture and forestry, politics and law, medicine, art and other different types of colleges and universities. It covers the eastern, central and western

regions, which is typical and representative. In addition to the text analysis of the documents of the implementation plan of labor education in each school, this study also explores the basic situation of the current labor education curriculum in terms of opening, development and evaluation from the level of policy documents and students' subjective feelings by issuing supplementary questionnaires (n=454), and understands the differences in the implementation logic and methods of labor education courses in different schools. The following is an introduction from five aspects: The opening of labor education courses, teaching plans, practical activities, organization and management, and evaluation. The following will carry out a specific analysis from the five dimensions of curriculum setting, teaching arrangement, practice system, organization management and assessment.

2.1. Credits and Hours Set

In terms of credits and class hours, 91.6% of colleges and universities set the labor education curriculum to 2 credits and 32 class hours in accordance with the "Guidelines for Labor Education in Primary and Secondary Schools (Trial)". On the basis of this standard class hour, the school has differentiated the proportion of theoretical and practical class hours according to its own school-running ideas, subject characteristics and resource allocation, and formed two typical implementation paths, reflecting the understanding of the relationship between "labor" and "education" in labor education and the different emphasis and exploration in the process of labor education.

One is the type that is dominated by practice. There are 64 colleges and universities in this type of model, accounting for 77.1%. This model is significantly inclined to practical links, and the proportion of practical teaching hours is stipulated to reach more than 60%. For example, Xi'an Jiaotong University stipulates 8 hours of theory and 24 hours of practice; The relevant courses of Jiangsu University assign 80% of the grade weight to offline labor practice. "Teaching and learning by doing" highlights the mainstream value concept of emphasizing experience and operation, giving enough time for practice, ensuring that students have the opportunity to experience real labor scenes, turning labor awareness into behavior habits, and effectively improving students' ability to use both hands and brains. The student survey found that 68% of students believe that the experience of participating in labor is more conducive to establishing correct labor values than listening to labor theory classes. This provides strong evidence from students' perceptions for the rationality of the practice-led model.

The second is the type that pays equal attention to theory and practice. There are 17 schools of this type, accounting for 20.5% of the total. It emphasizes both theoretical knowledge and practical experience. It often distributes the hours equally, and the proportion of theoretical and practical courses is equal. For example, Huaqiao University and Shandong Academy of Arts and Crafts all adopt the model of 16 hours of theory + 16 hours of practice. The colleges and universities that adopt this kind of model are mostly those with profound liberal arts background or early systematic exploration of general education. Their labor education programs usually integrate the content of labor education into the relevant theoretical framework of Marxist labor concept, ethics, sociology, etc., focusing on cultivating students' labor philosophy thinking ability and social critical consciousness, trying to consolidate the theoretical foundation of students' labor values, at the same time, provide students with matching practical opportunities, help students establish a systematic labor cognitive system, and provide solid theoretical support for the formation of correct labor values.

2.2. Course Sequence Arrangement and Teaching Form

As far as the course development time is concerned, the current labor education courses in colleges and universities are mainly for lower grade students, and there is a trend of gradually covering the whole process of undergraduates. As far as the form of theoretical teaching is concerned, the teaching mode of labor education in

colleges and universities is becoming more and more diversified, and the combination of online and offline has become the mainstream trend. Among the 83 colleges and universities surveyed, 72 have opened labor education courses in the first semester (First semester) or the first semester (Last semester), accounting for 86.7%. At this time, the students have just entered the university, and they are in the period of shaping their world outlook, outlook on life, and values, and have not yet solidified their value orientation and behavior patterns. During this period, systematic education of students' labor concepts can lay a good ideological foundation for their later insistence on participating in labor practice activities, which is also conducive to quickly reaching a consistent understanding of labor education among all students in the school.

In terms of theoretical teaching, the teaching methods of labor education in colleges and universities show a diversified trend, with online + offline hybrid teaching mode as the mainstream. Most colleges and universities use network platforms for labor theory teaching, and use large-scale online open courses (MOOC), which is also the current main choice. A total of 57 colleges and universities (Accounting for 68.6%) mentioned relying on the online MOOC platform to complete theoretical teaching. The online mode can efficiently use the high-quality curriculum resources that have been built in China, quickly realize the full coverage of labor education theory teaching, and at the same time ensure the standardization of teaching content and the stability of quality benchmarks. It can complete large-scale theoretical teaching tasks in a short time, and effectively solve the problem of insufficient labor education teachers in some colleges and universities.

The practice link is mostly carried out after theoretical teaching. More than 75% of colleges and universities complete the course teaching in the first semester and the second semester of the freshman year to ensure that students can receive labor education at the beginning of enrollment and help students develop good labor habits. There are also 19 colleges and universities (22.9%) that clearly require the distribution of labor practice in the first to fourth grades of undergraduates, and practice teaching runs through the entire process of undergraduate learning. For example, students are required to complete a certain amount of practical hours each semester, or arrange "labor week" and "labor month" activities in the freshman and sophomore years, and combine them with professional internships, innovation and entrepreneurship projects, and social services in the upper grades. For example, the practical hours of Huaibei Normal University are scattered in 6 semesters, with 4 hours per semester. The long-period and continuous practice arrangement is beneficial to the long-term cultivation of students' labor habits, the continuous cultivation of labor emotion and the gradual internalization of labor and social responsibility consciousness, making labor education a continuous education process rather than a one-time curriculum task.

2.3. Practice Content System and Classification

Practical teaching is the part of the labor education curriculum with the richest content and the most obvious inter-school differences. The design of labor practice in colleges and universities basically revolves around the three types of daily life labor, productive labor and service labor. However, there are obvious differences between colleges and universities in the interpretation of specific content, project design and the way of organization and implementation.

First, as the most basic and popular form of practice, 83 colleges and universities have this type of labor practice, but the content of labor has a certain degree of convergence, mainly concentrated in the cleaning of student dormitories, folding quilts to make bed sheets, cleaning and maintenance of school teaching buildings and green areas, etc. A few schools carry out dishwashing and table cleaning in canteens, and civilized dining publicity. Generally led by the student office, logistics office and other school-level departments, according to the

college, professional, class organization, into the daily ideological education and management of college students, aimed at cultivating students' good personal living habits, self-care ability and collective responsibility.

Second, productive labor is a key area that highlights the characteristics of colleges and universities and the depth of courses. It is a key interface for the combination of labor education and professional education, and it is also an important way to improve students' professional practical ability and professional quality. 84.3% of colleges and universities emphasize the integration of productive labor with their own disciplines and professional characteristics, especially science, engineering, agriculture and medicine colleges and universities, which can rely on their own perfect experimental training system to clarify specific productive labor projects. On the one hand, students can use the knowledge they have learned to improve their professional practical ability in the process of labor, and understand the needs of the industry, and prepare for career planning; On the other hand, it can also promote the deep integration of school professional teaching and industry practice, and improve the quality of professional education and teaching.

Third, service labor mainly refers to voluntary services and social welfare activities inside and outside the school. It is an important way for students to understand society, serve society, and realize personal social value. The development of colleges and universities in this area has been relatively mature, and a relatively fixed school-site and school-society cooperation mechanism has been formed to provide students with a large number of service labor platforms. The service labor base covers communities, campus public welfare, public venues, etc. The content gradually extends from basic voluntary services to professional-related public welfare service projects. Many schools use volunteer service hours as the main basis for determining student service labor credits, and record them through information platforms such as "Volunteer Exchange". Some schools have begun to try to link service labor with the major needs of the country such as the rural revitalization strategy and regional development strategy. The second is to organize students to carry out social practice with social insight and social research to enhance the practice pattern.

Some colleges and universities have adopted a more refined mixed identification method, that is, students should not only complete a basic and unified module of general labor theory, but also complete the module of "professional characteristic labor" or "service labor" according to the type of major they are in, so as to ensure the universality of labor education in the general sense and the compatibility with the major in the special sense. It not only ensures that all students receive basic labor education, but also allows students to carry out corresponding labor practice activities in combination with their own professional characteristics, and enhances the matching and effectiveness of labor education. For example, the labor education and practice course of Southeast University is composed of theoretical courses (6 hours) and practical courses (26 hours). The practical courses are divided into four modules: life labor practice module, service labor practice module, production labor practice module, and characteristic brand labor practice module.

2.4. Course Offering Mode and Organizational Management Mode

Labor education is a university-wide endeavor that targets all students and involves multiple departments and all secondary colleges of the university, which requires a dedicated coordinating and overall planning body to promote the implementation of the relevant programs (Liu & Dang, 2022). From the perspective of the main body of labor education and teaching and the organization and management model, there are mainly two types of different organization and management models: school-coordinated and college-led. College-oriented refers to the decentralization of the design and management of labor practice activities to the secondary colleges. This model is conducive to giving full play to the professional characteristics of each college, developing labor practice projects

suitable for the college, organically integrating labor education and professional education, enhancing the pertinence and effectiveness of labor education, and fully mobilizing the enthusiasm and creativity of each college to create a college-featured labor education brand. The school-level functional department takes the lead, coordinates the educational administration, academic work, youth league committee, logistics and other departments, and uniformly designs labor education projects and assessment indicators. This model is conducive to implementing labor education on the entire campus. Some schools adopt the open elective mode of cross-department, and set up distinctive labor education courses in each college for all students to carry out labor education in the way of elective, which can not only reflect the professional characteristics of the college, but also realize the interdisciplinary labor education experience and exchange, which is conducive to broadening students' horizons and making students realize the labor characteristics and value of each major.

In addition, the way of credit recognition is not limited to the course format. The certification conversion and offset of labor education credits with existing innovation and entrepreneurship achievements, volunteer service hours, social practice achievements, etc., is another important dimension that reflects management flexibility. Students can pass the certification to achieve a certain length of time and quality requirements of voluntary service records or obtain commended social practice results. After the application is reviewed, part of the labor education practice credits will be converted or offset. For example, the credits for innovation and entrepreneurship of East China Normal University can offset the credits for labor education, which to a certain extent recognizes the diversification of labor forms and values, so that labor projects with stronger professionalism and novel forms can also be reasonably quantitatively identified, and the link of educating people can be realized. At the same time, it also gives students more space for independent planning and encourages students to consider labor education in a larger space for personal development and practical exploration, which is conducive to eliminating the isolation between various educational links and forming an integrated education system.

2.5. Assessment and Evaluation Mechanism

At present, the assessment method of labor education in colleges and universities has gradually changed from only focusing on the quantitative records of course attendance and examination results to a composite assessment method that combines process evaluation and literacy recognition. In the surveyed colleges and universities, the proportion of online platform for theoretical course assessment reached 81.9%, the main form is based on the video learning progress statistics, online chapter test and final standardized test combination, the results are automatically generated by the system. This kind of assessment form is quick, fair and objective. On the premise of ensuring the quality of course assessment, it can complete a large number of assessment work in time, which can save the cost of teachers. At the same time, it can also cause students to think about the value and significance of labor, and touch the level of students' concept.

The assessment of practical links is mainly to certify and measure the process of students participating in practical activities. Schools have established a system of calculating work (Study) hours for practical links, and use information technology for statistics. 95.2% of the schools take practice time as the main assessment criteria, 78.3% of the schools take the form of checking attendance or filling in practice diaries, and 8.4% of the schools accept points or certificates provided by volunteer service organizations such as "volunteer exchange" or social practice certificates and convert credits. Achievement evaluation is more common in productive labor or project-based labor. Generally, products or practice reports, planning cases, etc. must be submitted and scored. These methods can effectively record students' practical participation, have strong operability, and can quickly complete the statistics and management of practical assessment, which is convenient for schools to monitor the implementation of labor

education. As for the evaluation of literacy, that is, the comprehensive evaluation of students' concepts, abilities and habits in the process of labor, some colleges and universities try to carry out multi-subject methods such as "student self-evaluation, peer mutual evaluation, and instructor evaluation", and the all-round investigation is more comprehensive. It has established a set of quantitative management processes to ensure everyone's participation and fairness, to ensure the full coverage of labor education, and to facilitate school management and statistics. It is an effective assessment method in the initial stage of labor education, which can provide guarantee for the promotion and popularization of labor education.

3. ANALYSIS OF THE DILEMMA IN THE IMPLEMENTATION OF LABOR EDUCATION CURRICULUM IN COLLEGES AND UNIVERSITIES

Based on the previous analysis of the current situation of labor education courses in colleges and universities across the country, combined with relevant educational theories and policy requirements, it is found that while the current practice has made universal progress, a series of structural and institutional problems have also emerged.

3.1. Curriculum Organization and Management Needs to Be Strengthened, and the Teaching Staff and Professional Support are Insufficient

One is that there are coordination barriers at the organizational management level. Because labor education involves multiple departments and multiple subjects, labor education has not formed a joint force in the process of development. Due to the unclear powers and responsibilities among various departments and poor coordination, there are barriers at the organizational and management level. Whether it is the formulation of teaching plans, mutual recognition of credits, project implementation, and recognition of achievements, there is a lack of effective communication, mutual isolation, and even different evaluation standards, which can easily lead to the embarrassing situation of "Kowloon Water Control", or the phenomenon of low-level homogenization and repeated construction. Although the college-led model can give full play to the professional characteristics of the college, it is also easy to cause different levels of practice due to the uneven strength of the college. Due to the lack of funding, space and teacher support in some colleges, it is difficult to provide students with good labor practice activities, resulting in uneven quality of labor education in various departments.

Secondly, the structural contradictions of the teaching team are prominent, and the professional support ability is insufficient. Effectively carrying out labor education requires a team of professional teachers who have both educational laws and labor practices. But at present, many colleges and universities have the dilemma of "who will teach": Full-time teachers lack systematic labor education theory and time to organize and carry out practical activities in an orderly manner. Although counselors and administrative personnel have organizational management experience, they lack in-depth understanding of labor theory and professional guidance; However, the introduction of model workers and craftsmen outside the school has the disadvantages that the mechanism is not smooth and cannot be normalized. The structural shortage of teachers and the professional dilemma make course teaching often stop at the surface organization and management, unable to achieve deep value guidance, skill transfer and innovation inspiration, which has become a shortcoming restricting the construction of course connotation.

3.2. Curriculum Objectives and Content Design are Vague, Lack of Integration with Majors, and Serious Homogenization of Practice

The first is the problem that the curriculum objectives and content design are not clear enough. Although all colleges and universities have incorporated labor education into the compulsory curriculum system, in the actual implementation process, the original educational goal of labor education has been simplified to complete credits, meet the assessment indicators and other instrumental tasks, and the content has been narrowed and generalized. Some colleges and universities equate labor education with basic manual labor such as cleaning and sorting, and make labor education stay at the simple labor level, lacking educational depth expansion and skill advancement. Some colleges and universities label almost all extracurricular activities of students as labor education, which causes the connotation of labor education to become blurred and the boundaries are not clear enough. Some practical projects are separated from the real production life and service field, reduced to experiential labor or performance labor, unable to let students feel the complexity, sociality and arduousness of real labor, weakening the authenticity of labor education and the effectiveness of education.

Second, the integration of labor education and professionalism is not enough. Colleges and universities, despite aligning with their own school-running positioning and talent cultivation characteristics, find it difficult to conduct in-depth exploration and integration of resources. Their teaching content lacks pertinence, and teaching cases are not sufficiently grounded in reality (Yu, Wu, & Fei, 2024). Although 84.3% of colleges and universities propose to combine productive labor with the characteristics of disciplines and specialties in accordance with the actual situation of the school, the direction and degree of integration are different. Some colleges and universities only stay at the conceptual level and fail to truly realize the deep integration of labor education and professional education. Most humanities and social sciences colleges and universities only make principle requirements and delegate specific project development responsibilities to secondary colleges, resulting in uneven implementation effects. Due to the lack of experimental training system and professional labor practice platform, they cannot provide students with appropriate productive labor projects, making the integration of productive labor and professional education a mere formality.

3.3. There are Limitations in the Process of Teaching Implementation, Credit Recognition Work Needs to be Strengthened

Online teaching can make full use of high-quality curriculum resources to carry out theoretical teaching and achieve full coverage of theoretical teaching. However, the content of online teaching may become convergent due to resource constraints. There is still a suspicion of "brushing up" in the process of online learning, and there is no corresponding means of supervision. The questionnaire survey of students shows that more than 70% of students think that there is a phenomenon of "brushing class" and "brushing on behalf of" online courses, and 75% of students think that there is no opportunity for in-depth discussion online, which leads to the one-way transmission and assessment of knowledge points in theoretical teaching. The effectiveness of teaching is facing a weakening dilemma, and it is difficult to achieve the goal of value guidance of labor education. When some colleges and universities carry out online labor education theory teaching, they lack the corresponding supervision system and communication channels, and cannot ensure the efficiency of students' listening, and the teaching effect of labor education theory courses will be greatly reduced.

The second is the dilemma of homogenization of practice content. Daily life labor is the basic link of labor education, but the content of daily life labor has the characteristics of homogeneity, mainly concentrated in the basic labor such as dormitory hygiene and cleaning, campus public area cleaning, lack of innovation and pertinence, can not meet the labor needs of students of different majors. When setting up daily labor projects, some schools did not

carry out according to the students' professional characteristics and preferences, and the students' participation was low, and they could not fully tap the educational function of daily labor.

The third is that the management of credit offsets needs to be improved. The credit offset system can allow students to have more free space to guide students to take labor education as an important part of self-development and innovation and entrepreneurship. However, the credit offset system involves many rules and is difficult to manage. It has high requirements for the curriculum management system and credit mutual recognition system of colleges and universities. It is difficult to determine the reasonable score weight of the scores obtained by various activities. Too much reliance on the information management platform requires the school to invest a lot of manpower and material resources in the construction and maintenance of the information management platform during the implementation process. Because some colleges and universities do not have a complete information management platform and professional information management personnel, the credit offset system cannot be implemented well, which makes the credit offset system a mere formality.

3.4. The Teaching Evaluation System is Not Perfect, and it is Difficult to Pay Attention to the Implicit Quality and Growth of Students

The first is the limitations of theoretical teaching assessment. Although the current theoretical assessment methods are efficient and objective, can quickly complete large-scale assessment tasks and save teachers' costs, it is difficult to examine students' recognition of labor value and critical thinking ability, and cannot deeply understand students' understanding and internalization of labor theory. Some offline teaching-based schools have adopted qualitative evaluation methods such as classroom discussion speeches, reading reports, and essays. This method can touch students' cognitive concepts and make students think deeply about the value and significance of labor. However, due to problems such as teachers' energy and class capacity, it is difficult to popularize it in the whole school. Some colleges and universities pay too much attention to quantitative assessment when carrying out the theoretical assessment of labor education, ignoring the investigation of students' labor values and critical thinking ability, resulting in the theoretical assessment of labor education can not truly reflect the learning effect of students.

The second is the lack of practical teaching evaluation. The evaluation of practice teaching is helpful to record students' participation in practice effectively, but it pays more attention to the easy-to-quantify parts such as the identification of practice time and the writing of practice reports, forming a path dependence that focuses on "quantity" and neglects "quality", and emphasizes results and neglects process. There is a lack of criteria for judging the actual growth and progress of students in practice, and it is impossible to distinguish the quality of labor and the degree of quality development. Can not reflect the growth and development of students in the process of labor. Achievement evaluation is common in productive labor or project-based service labor. It usually requires the submission of physical works, practice reports, planning schemes, etc. However, it rarely provides detailed scoring scales with operability. The evaluation is easy to become the subjective impression of the instructor. It is difficult to ensure the fairness and objectivity of the evaluation, and it is also unable to effectively guide students to improve their labor literacy in practice.

Finally, there are the problems of implicit growth inspection and literacy evaluation. Literacy evaluation is the evaluation of students' internal literacy such as labor attitude, cooperative spirit, and innovative consciousness. It is difficult to measure with quantitative indicators and requires long-term observation and understanding. A few schools use the multi-subject method of "student self-evaluation, peer evaluation, and instructor evaluation" to evaluate literacy. However, because of its unclear standards and high implementation costs, it is difficult to implement. Only 35% of students believe that the existing assessment can objectively reflect their labor

achievements, and cannot effectively play the guiding and motivating role of evaluation, nor can it give students a sense of meaning and value of labor education. Some schools do not have clear evaluation standards and effective evaluation methods when conducting literacy evaluation, which leads to the fact that literacy evaluation cannot objectively reflect the development of students' labor literacy.

4. OPTIMIZATION PATH AND FUTURE PROSPECT OF LABOR EDUCATION CURRICULUM SYSTEM IN COLLEGES AND UNIVERSITIES

In view of the potential problems in the implementation of labor education courses in colleges and universities, the author believes that in the future, in the process of carrying out labor education in colleges and universities, we should optimize, adjust and improve the curriculum setting of labor education, the practical environment of labor education, the management system of labor education, the evaluation system of labor education and the construction of labor education teachers, so that labor education can be truly integrated into the pattern of integrated education in colleges and universities, and achieve good educational effect.

4.1. Strengthening Value Guidance and Constructing Systematic Curriculum System of Labor Education

First of all, it is necessary to promote the transformation of the concept of labor education. Labor education can not only improve people's labor skills but also shape their moral character and willpower. Only by integrating labor with education can we maximize and optimize the comprehensive effect (Yang et al., 2022). From task-oriented to education-oriented, to implement the important position of labor education in the cultivation of talents in colleges and universities, to establish the important value of labor education in cultivating college students' labor values, labor ability and labor habits, to highlight the value-leading role of labor education, and to prevent labor education from becoming a credit task. Colleges and universities should re-examine the educational value of labor education in the top-level design, combine labor education with the fundamental task of implementing moral education, cultivate labor values throughout labor education, guide students to establish correct labor concepts, understand the value and significance of labor, and cultivate students' labor spirit and sense of responsibility.

Secondly, we must build a systematic labor education curriculum system. Change the traditional scattered curriculum design, establish a curriculum map of labor education throughout the whole process of undergraduate education, determine the objectives and contents of labor education at different stages, so that labor education can be promoted layer by layer and spirally improved, so that labor education can always adapt to the development needs of students. Colleges and universities should establish a staged labor education teaching system according to the characteristics and development needs of students' grades. On the basis of carrying out basic labor practice activities in the lower grades, specialized labor practice activities should be carried out in the upper grades, so as to gradually increase the depth and breadth of labor education, and achieve the simultaneous development of labor education and students' growth.

Finally, we must strengthen the construction of core theoretical modules of labor education. This paper integrates labor values, labor laws, labor regulations, labor safety and labor ethics, and constructs a scientific, reasonable and targeted theoretical curriculum system, and realizes the organic combination between theoretical teaching and practical teaching, so as to lay a good foundation for students to carry out labor practice activities. Major colleges and universities should strengthen the teaching content and teaching methods of theory courses. Use case-based teaching method, situational teaching method and other teaching methods to enhance the appeal and pertinence of theoretical teaching, so that students can understand and master labor theory knowledge, and play a guiding role in labor practice.

4.2. Creating a Practical Ecology of Labor Education and Promoting the Integration and Deepening of Professional Education

One is to create a real and open field of labor practice, expand the scene and content of labor practice activities, feel the value and meaning of labor in real labor scenes, and improve the educational and effectiveness of labor practice. Colleges and universities should actively expand the campus and off-campus labor practice platform, establish a stable cooperative relationship with enterprises, communities and rural areas, provide students with real opportunities for labor practice, feel the complexity and challenge of labor in real labor, and cultivate students' labor ability and sense of responsibility.

The second is to strengthen the combination of labor education and professional education. Promote the combination of labor education and professional course teaching, professional practice, scientific research, etc., infiltrate labor education in the process of professional personnel training, realize the mutual promotion of labor education and professional education, and enhance the professionalism and pertinence of labor education. Colleges and universities should explore the integration of labor education and professional education, infiltrate the concept and content of labor education into the teaching process of various professional courses, and add the content of labor practice activities in professional practice and scientific research, so that college students can experience the meaning of labor while receiving professional knowledge, and improve their professional skills in labor.

The third is to enrich the content level of labor practice activities. Eliminate the one-size-fits-all content of labor practice, design labor practice activities with professional characteristics according to different disciplines and professional characteristics, meet students' differentiated labor needs and points of interest, and enhance students' participation and sense of gain. Colleges and universities should encourage each college to combine their own professional advantages, design characteristic labor practice projects, do not engage in the same labor practice activities, let students play the advantages of their majors in the process of labor practice, and carry out targeted activities in labor practice.

4.3. Establish a School-Level Overall Planning Mechanism, Optimize the Organization and Implementation Mode and Credit Recognition Management Mechanism

First of all, it is necessary to establish a school-level labor education overall management mechanism, define the responsibilities of various departments in labor education, and form a cross-departmental collaborative labor education management model. First, institutions of higher education must establish a systematic and comprehensive administrative body for labor education. This body shall undertake a series of tasks, including providing leadership, overseeing implementation, conducting assessments, exercising supervision, carrying out evaluations, supplying labor education tools and resources, establishing labor education bases, and defining the specific content of labor education (Ran & Liu, 2020). While eliminating the obstacles to coordination among various departments, we should focus on integrating and making good use of labor education resources to improve the management level and effectiveness of labor education.

Secondly, it is necessary to optimize the organization and implementation mode of labor education. Combining the actual situation of the school, choose an appropriate labor education organization model, do not engage in a "one size fits all" management model, give full play to the enthusiasm and creativity of the secondary colleges, and promote the school-based and characteristic construction of labor education. Colleges and universities should choose the appropriate organizational model of labor education according to their own characteristics and resource endowment. It can take the form of school-level overall planning, or take the college-led approach, give full play to

the enthusiasm and creativity of the secondary colleges, and develop labor education projects with college characteristics.

Finally, it is necessary to improve the credit recognition and management system of labor education. Simplify the methods and procedures of credit offset, enhance the flexibility and fairness of credit recognition, build a scientific and effective credit mutual recognition system, guide students to incorporate labor education into their own growth and development track, and increase the attractiveness and participation of labor education. Colleges and universities should optimize the credit recognition standards and processes. The second is to simplify the application and approval process, improve the convenience and credibility of credit recognition, establish a credit mutual recognition system, include students' participation in other forms of labor practice and voluntary service activities inside and outside the school into labor education credits, and guide students to actively participate in various labor practice projects.

4.4. Constructing Comprehensive Evaluation System and Feedback Improvement Mechanism of Labor Education

First, we should first establish an overall evaluation mechanism led by labor quality, abandon the previous evaluation methods based on quantitative assessment, and incorporate implicit literacy such as labor attitude, labor ability, and labor habits into the evaluation category. From focusing on the evaluation of results to focusing on the evaluation of process and literacy, we should give full play to the guiding and stimulating role of evaluation. Colleges and universities should redefine the evaluation criteria of labor education, take the development of labor literacy as the core of evaluation, pay attention to students' labor time and labor results, and pay attention to the development of students' attitude, ability and habit in the process of labor, so as to achieve comprehensive and scientific evaluation.

The second is to improve the evaluation methods of labor education. Adopt diversified evaluation methods, comprehensively use process evaluation and result evaluation, qualitative evaluation and quantitative evaluation, multi-subject evaluation, etc., to present the development of students' labor literacy in an all-round way, and improve the comprehensiveness and objectivity of evaluation. Colleges and universities should adopt diversified evaluation methods, which can adopt process evaluation methods such as check-in and practice log, and result evaluation methods such as practice report and labor works, supplemented by student self-evaluation, peer evaluation and teacher evaluation, so as to comprehensively reflect the development of students' labor literacy.

The third is the feedback and improvement mechanism of labor education evaluation. Regularly evaluate and feedback on the implementation of labor education. According to the results of the evaluation, the curriculum and implementation methods of labor education should be adjusted accordingly to continuously improve the educational effect of labor education and ensure that labor education can be continuously improved and perfected. Colleges and universities should establish the feedback mechanism of labor education evaluation, regularly listen to the opinions and suggestions of students, teachers and employers, evaluate and analyze the effect of students' acceptance of labor education, timely adjust the labor education curriculum, teaching methods and practical projects according to the evaluation results, and constantly improve the effectiveness of labor education.

4.5. Construction of Teaching Staff and Strengthening of Resource Guarantee

First, we should strengthen the professionalization of the construction of labor education teachers, build a labor education teacher training and training system, improve the theoretical literacy and practical guidance ability of labor education teachers, and build a professional teacher team with a combination of educational concepts and labor practice experience, so as to lay a solid teacher foundation for the development of labor education. Colleges and

universities should make plans for the training of labor education teachers, organize teachers to participate in labor education training and research regularly, and improve teachers' theoretical level and practical guidance ability of labor education. Encourage teachers to actively participate in labor practice activities, enrich their own labor practice experience, and enhance teachers' labor guidance ability.

The second is to build a diversified team of labor education teachers. Integrate resources such as professional teachers, ideological and political teachers, administrative personnel, and off-campus model workers and craftsmen to create a diversified labor education teacher pool, give full play to the advantages of various types of teachers, and provide students with a full range of labor education guidance. Colleges and universities should break the traditional teacher barriers, integrate the strength of teachers inside and outside the school, hire part-time teachers such as model workers and craftsmen outside the school as part-time teachers of labor education, provide different types of labor education guidance to students, and encourage professional teachers and ideological and political teachers to participate in the teaching and guidance of labor education, so as to create a diversified labor education teacher team.

Third, we must strengthen the supply of labor and education resources. Set up special funds for labor education, increase investment in labor education practice bases, information platforms and other resources, provide strong material support for the implementation of labor education, and ensure the smooth development and effective implementation of labor education. Colleges and universities should increase the investment of resources in labor education, set up special funds for labor education, which can be used for labor education curriculum development, labor practice base construction, teacher training and other work, and build labor education information platform, realize the integration of online and offline labor education, and improve the management efficiency and implementation effect of labor education.

5. CONCLUSION

Labor education is an effective way to realize the fundamental goal of establishing morality and cultivating people, and to cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. It is an important part of the talent training work of colleges and universities. Based on the research and analysis of the implementation plan of labor education in many colleges and universities across the country, this paper summarizes the overall situation and main modes of labor education courses in colleges and universities, and points out possible problems. Strengthening labor education in colleges and universities is a systematic project, involving curriculum, labor environment, management system, assessment mechanism, team building and so on. It is necessary to achieve breakthroughs in concept renewal, system construction, and system innovation, promote labor education in colleges and universities to return to the main channel of educating people, and give full play to the role of labor educating people. Colleges and universities should further strengthen the importance of labor education, constantly innovate new ways and methods of labor education, and innovate the content and form of labor education under the conditions of the new era and in accordance with the characteristics of college students in the new era, so that labor education can truly become an important way to forge students' labor spirit, temper their practical ability and shape their sound personality, so as to lay a foundation for cultivating new generations who will take on the responsibility of national rejuvenation. Of course, due to time and energy constraints, there are still shortcomings in the research of this article. On this basis, we can do more in-depth research on the mechanism and effectiveness of labor education through large sample empirical research, cross-school comparison, and follow-up survey of the effectiveness of labor education.

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