Practical Exploration of Teaching Reform in the "Introduction to Labor Education" Course

Zhang Lei

School Of Liberal Education , Liaoning University of International Business and Economics, Dalian, Liaoning 116052, China

Abstract: As a compulsory general education course in colleges and universities, "Introduction to Labor Education" aims to cultivate students' positive work ethos, healthy labor values, and sustainable work skills. To address the practical challenges in the course, such as students' lack of interest, low engagement, and limited improvement in capabilities, the teaching team has proposed a "three-dimensional progressive" reform approach: advancing teaching content through the development of a "tree-shaped" curriculum system; advancing teaching methods by creating a "guidance-inspiration-expansion" learning model; and advancing labor practice by establishing three types of practice platforms: daily life labor, service-oriented labor, and productive labor. Following the reform, students' interest, engagement, and comprehensive labor capabilities have significantly improved, offering a replicable model for the development of labor education courses.

Keywords: Labor education; Teaching reform; Three-dimensional advancement; Flipped classroom; Practical education

The course "Introduction to Labor Education" is a compulsory general education course. Adhering to the teaching philosophy that "labor spirit nurtures labor capacity, and labor capacity deepens labor spirit," this course emphasizes the concept of "collaborative cultivation of labor spirit and labor capacity." It integrates the school's labor culture into the teaching content to enhance the depth of course materials; establishes a "guided learning, inspired learning, and extended learning" model to advance teaching methods; and strengthens the focus on three types of labor practices while ensuring comprehensiveness in practical activities, thereby elevating the effectiveness of practical education and comprehensively improving the overall course quality.

1.Practical Challenges in the Course "Introduction to Labor Education"

1.1 Low Student Interest

"Introduction to Labor Education", a newly established compulsory general education course in colleges and universities, faces multiple structural challenges. From the course perspective, the absence of nationally unified textbooks and syllabi has led to fragmented content, insufficient theoretical grounding, and shallow knowledge that lacks in-depth exploration and connection to contemporary contexts. Most textbooks merely list basic concepts without forming a logical, advanced knowledge system, easily leaving students with the stereotyped impression that it is a "common sense course". In terms of teaching practice, traditional classrooms rely on one-way lectures where teachers spoon-feed labor theories, and the lack of vivid cases and cultural elements makes it difficult to engage students' interest.

1.2 Insufficient student engagement

Current classroom teaching remains centered on traditional teacher-led knowledge transmission, where students passively receive information. Teaching interactions are limited to simple Q&A exchanges, lacking in-depth thinking and post-practice reflection. A deeper contradiction exists in the fact that labor education courses are inherently practical, requiring the cultivation of labor value through processes like "experience-reflection-internalization." However, existing on-campus labor practices are predominantly routine daily tasks such as campus cleaning and

dormitory housekeeping, with insufficient service-oriented and productive labor activities. For instance, at Lüliang University, "practical training consists solely of service-oriented labor primarily involving physical work, mainly focusing on environmental sanitation cleaning in classrooms, libraries, student dormitories, and surrounding areas, while neglecting productive labor, mental labor, and artistic labor" [2].At the same time, current labor practices further overlook the vital significance of developing college students' future labor capabilities. Against the backdrop of artificial intelligence reshaping the labor ecosystem, labor practice education needs to be more oriented toward actively adapting to the changes in labor paradigms triggered by technological revolutions.

1.3 Limited improvement in students' labor capabilities

Traditional classrooms have severed the connection between "knowledge" and "practice".Labor capacity encompasses multiple dimensions, including skill operation, collaborative management, and innovative practice. However, the curriculum focuses on theoretical instruction and fails to create a closed loop of "learning-investigation-practice." For instance, "labor safety regulations" are merely explained via PPT without any equipment operation drills; "service-oriented labor" only involves case descriptions without organizing voluntary labor service practices. The weakness in practical components leaves students facing three dilemmas: at the skill level, they lack basic skills in daily and productive labor; at the habit level, short-term intensive practice cannot foster lasting labor habits; at the value level, without experiencing the hardships of real labor, they lack a personal understanding of "labor creates value."

2.Reflection on the Reform of the Course "Introduction to Labor Education"

2.1 Strengthen teaching content and clarify "what to teach" in labor education

To date, the state has not yet issued unified supporting textbooks or syllabuses for labor education, making "what exactly should be taught in labor education" the first issue the teaching team needed to address. After carefully researching the teaching content of labor education courses in relevant schools and thoroughly exploring the logical structure of such courses, the teaching team redeveloped new teaching resources, creating a "tree-shaped" curriculum system with labor theory education as the "root," labor professional literacy education as the "trunk," and labor spirit cultivation as the "branches." Additionally, the team focused on leveraging teachers' disciplinary strengths, enhancing their ability to understand, teach, and research labor, and strengthening their capacity to develop intelligent teaching tools to empower all aspects of the teaching process.

2.2 Strengthen students' participation and clarify "how to teach" in labor education

The course eschews passive indoctrination and emphasizes active student engagement, with teachers guiding and inspiring students to take initiative in participation, critical thinking, and independent exploration.For online instruction, discussion questions serve as an interactive platform between teachers and students, facilitating in-depth pre-class discussions on core concepts and key topics to help students move beyond basic conceptual understanding.For in-class learning, theme-based situational flipped classrooms are implemented through group work. During group presentations and Q&A sessions, comprehensive teacher-student and peer evaluations are conducted to develop students' problem-analysis and problem-solving abilities.For after-class extension, groups refine their flipped classroom content and optimize outcomes, while teachers provide follow-up guidance and assessment.

2.3 Strengthen labor practice and clarify "how to conduct" labor practice

Under the premise of emphasizing the unity of theory and practice, the course team highlights the cultivation of the technological attributes of labor practice. First, integrate the concept of artificial intelligence labor into practical life labor to cultivate students' human-machine collaboration literacy and in-depth thinking ability. Second, expand service-oriented labor practice education. By designing labor projects that incorporate both technical ethical conflicts and labor value choices, guide students to establish a sense of social responsibility and critical thinking about labor

in the context of artificial intelligence, laying the foundation for responsibility ethics. Finally, strengthen productive labor practice education. Take productive labor practice as the core of cultivating college students' labor literacy, focusing on cultivating college students' digital labor ability and labor innovation thinking.By increasing the proportion of artificial intelligence labor education, guide students to effectively recognize the future forms of labor.

3.Reform Measures for the Course "Introduction to Labor Education"

3.1 Reconstruction of the content system

To address the lack of teaching materials and fragmented content, the course team has developed a three-tiered "tree" system: The root system, which emphasizes the theoretical foundation of labor, integrates the Marxist view of labor, labor education policies for the new era, and school-based labor education practices to solidify the disciplinary groundwork. The trunk, which strengthens labor-related professional competencies, incorporates modules such as labor contract law and career mobility to align with students' career development needs. The branches and leaves, which focus on cultivating the spirit of labor, draw on case studies of "Great Craftsmen of the Nation" and explore the value connotations of model workers in the new era to enhance value guidance.

3.2 Innovation in Teaching Model

Construct a progressive learning chain. Online guidance constitutes 30%: after students complete micro-course learning, the system delivers personalized exercises, while teachers pose tiered discussion questions in online forums. This approach leverages teachers' guiding role to foster critical thinking throughout the learning process. In-class engagement accounts for 50%: teachers provide targeted summaries and address students' online learning queries, conduct flipped classroom defense sessions, and offer post-defense feedback focusing on logical gaps and theoretical enhancement points. After-class extension makes up 20%: groups refine their defense outcomes based on in-class 师生 feedback, develop research reports or labor plans, which are evaluated by teachers for innovation and feasibility. Outstanding proposals are forwarded to labor practice bases for implementation.

3.3 Optimization of evaluation mechanism

A dynamic evaluation system featuring "60% process assessment + 40% outcome assessment" is established. Process assessment: Knowledge acquisition constitutes 30% of the total score, with 20% derived from online chapter quizzes and 10% from participation and accuracy in topic discussions. By dividing knowledge assessment into traditional basic quizzes and flexible online discussions, this approach effectively prevents passive learning behaviors where students merely watch instructional videos mechanically without engaging in deep thinking.Capability advancement accounts for 50% of the total score, consisting of 40% for flipped classroom performance and 10% for in-class discussion. The flipped classroom performance focuses on evaluating the depth of the presentation, the logic of the defense, and teamwork of the, while the in-class discussion mainly assesses students' mastery and application of key theories. Post-classmakes up 20% of the total score, emphasizing the refinement of practical reports to form a closed loop of classroom thinking.

References:

[1] Zhang Yongjun,Li Jian,Xu Runcheng.Research on the Current Situation and Cognitive Influencing Factors of Labor Education for College Students in the New Era——An Empirical Analysis Based on College Students in Some Universities in Hubei Province[J].Studies in Ideological Education,2020(06):151-155.

[2] The potentially large effects of artificial intelligence on economic growth(Briggs/Kodnani)[EB/OL].(2023-03-27) [2025-5-1].https://www.gspublishingcom/content/research/en/reports//d64e052b-0f6e-45d7-967b-d7be35fabd16.html.