

Constructing a Labor Education Practice System in Private Vocational Universities A Four-System, Five-Pathway, and Three-List Framework

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Abstract

Private vocational undergraduate institutions need labor education arrangements that connect value formation with occupational preparation, yet practice is often split among routine activities, professional training, and short-term projects. This paper draws on policy documents, published research, systems analysis, and school-based case materials to develop a practice framework for institutions working under these conditions. The framework contains four linked parts: objectives, content, methods, and support. It also reorganizes the five dimensions of “Morality, Skills, Aspiration, Innovation, and Integration” as successive functions in the educational process rather than as five unrelated activity types. In parallel, a three-list structure—required, elective, and self-directed—provides room for common training requirements, differences among programs, and student choice. Operation of the framework depends on a cycle in which tasks are assigned, projects are carried out, evidence is retained, results are assessed from several perspectives, and feedback is used for the next round of improvement. Student advisors occupy a coordinating position in this process, linking classroom learning with extracurricular education, professional study with everyday development, and campus resources with external partners. The proposed system therefore offers an organizational reference for making labor education more regular, profession-oriented, and sustainable in private vocational undergraduate institutions.

Keywords

Private vocational undergraduate education; labor education; practice-system design; five-dimensional pathway; student counselors.

1. Introduction

China's recent policy framework places labor education within the whole process of talent cultivation rather than treating it as an occasional campus activity. The 2020 Opinions on strengthening labor education set requirements for curriculum arrangements, practical organization, support, and evaluation [1]. The subsequent Guidelines ask vocational colleges and universities to connect labor education with professional training while giving attention to labor values, craftsmanship, vocational skills, and the coordinated use of daily-life, productive, and service-oriented labor [2]. The revised Vocational Education Law further links vocational education with moral cultivation, technical development, and industry-education integration [3]. Read together, these documents point to a broader understanding of labor education: campus cleaning, volunteer work, internships, and practical training can all be part of it, but none of them alone constitutes the whole. What is required is an educational arrangement in which values, knowledge, skills, service, and innovation are connected rather than delivered as isolated experiences.

In terms of research progress, the academic community has engaged in relatively thorough discussions regarding the concept, value, content, and system of labor education. Tan Chuanbao defines labor education as educational activities aimed at promoting the comprehensive development of individuals by enhancing labor literacy, emphasizing the central role of labor values within labor literacy [4]; Liu Xiangbing, based on the requirements of the new era, proposes that labor education in higher education institutions should simultaneously focus on the spirit of labor, value orientations toward labor, and skill proficiency [5]; Qu Xia and Liu Xiangbing further discuss the construction of such a system from the perspectives of labor ideology education, the cultivation of labor knowledge and skills, and practical labor training [6]. Existing research has laid the foundation for the transition of labor education in higher education from a “activity-based” approach to a “systematic” one; however, research specifically targeting private vocational undergraduate institutions remains relatively insufficient, particularly lacking comprehensive consideration of private institutional mechanisms, the positioning of vocational undergraduate programs, the work context of student counselors, and resource constraints.

Vocational undergraduate education sits between the academic demands of higher education and the strong practice orientation of vocational education. This dual position creates a boundary problem for labor education. If labor education is reduced to routine chores, its professional-development value becomes weak; if it is absorbed entirely into skills training, questions of labor ethics, responsibility, and social value can disappear. Liu Xiangbing and Zhao Mingfei's framework of “Education about Labor—Education through Labor—Education for Labor” is useful here because it treats ideas, knowledge, skills, and participation as parts of the same educational process [7]. Evidence from implementation plans at 80 universities also shows that course provision has expanded, but integration with disciplines, development of distinctive institutional features, and resource sharing remain uneven [8]. For private vocational undergraduate institutions, the practical issue is therefore not whether to add more activities, but how to build an intermediate mechanism that keeps common requirements intact while allowing the institution and its programs to work in distinctive ways.

Against this background, the paper examines existing labor-education materials from the university, including work plans, course and activity records, documents concerning practice-base development, and evaluation arrangements. Policy text analysis, literature review, systems analysis, and case induction are used together. The inquiry focuses on three connected matters: which subsystems are needed for a workable labor education practice system in private vocational undergraduate institutions; how the “Morality, Skills, Aspiration, Innovation, and Comprehensive Development” pathway can operate as an educational mechanism instead of a collection of events; and how student advisors can coordinate among courses, academic programs, campus life, enterprises, and social-practice settings. The purpose is to clarify the structure and operating logic of the system. The available materials do not support causal claims about changes in students' competencies, so such claims are deliberately avoided.

2. The Logical Starting Point of the Labor Education Practice System at Private Vocational Undergraduate Institutions

2.1. Taking Labor Competence—Rather Than Task Completion—as the Starting Point

The direct focus of labor education is not a specific labor task, but rather the students' value judgments, emotional attitudes, knowledge and skills, behavioral habits, and innovative qualities developed through authentic labor processes. If the effectiveness of education is judged solely by labor duration, frequency of activities, or hygiene outcomes, the educational process is easily reduced to an administrative task; if meeting professional skill standards is

used as a substitute for labor education, labor ethics, professional responsibility, and public spirit will be neglected. Therefore, the goal system must address the question, “What kind of literacy do students develop through labor?” while content and assessment should be designed in reverse to align with these goals. The criterion for determining the uniqueness of labor education is not whether an activity involves “hands-on work,” but whether it incorporates authentic tasks, sustained engagement, standardized procedures, value reflection, and the assumption of responsibility.

2.2. Defining Content Boundaries Based on the Characteristics of Vocational Undergraduate Programs

Because vocational undergraduate programs prepare students for technically demanding and practice-intensive work, labor education in these institutions cannot remain at the level of generic participation. It should retain everyday and service-oriented labor, which helps students form habits of self-reliance and public responsibility, while also making systematic use of professional courses, practical training, internships, skills competitions, and technical-service tasks. In these settings, students encounter tools, production processes, quality requirements, safety rules, and technical ethics in ways that ordinary campus activities cannot provide. Chen Yongqing et al. argue that higher vocational colleges need a structured labor-education framework that connects labor education with talent cultivation [9]. For vocational undergraduate education, that connection should extend beyond basic skill practice to the handling of complex on-site problems, workflow improvement, and appropriate forms of technological innovation.

2.3. Determining Implementation Methods Based on the Resource Characteristics of Private Institutions

Private vocational undergraduate institutions often have some room to adjust programs, organize projects, and work with industry, but that flexibility coexists with practical constraints. Specialized teachers may be limited, practice bases can be unstable, and sustained funding is not always easy to secure. A workable design therefore should not copy the resource-intensive model of a well-endowed university. A more realistic arrangement is to set common core requirements, let programs develop projects at different levels, and make fuller use of resources already available on and off campus. Ouyang Yongbin similarly emphasizes that objectives, content, curriculum, practice, and support mechanisms need to operate as a connected whole in private higher vocational colleges [12]. On this basis, training laboratories, student communities, counselor offices, volunteer projects, school-enterprise bases, and local cultural resources can be reused as labor-education settings. Such reuse lowers the cost of building a separate system and, more importantly, ties labor education to places where students already study and work.

2.4. Leveraging Counselors’ Collaborative Capabilities to Integrate Educational Spaces

Labor education spans multiple domains—including classroom instruction, student management, dormitory communities, social practice, volunteer service, innovation and entrepreneurship, and internships and employment—making it difficult for any single department to accomplish independently. Counselors are familiar with students’ developmental needs and daily behaviors; they can bridge the “first classroom” and the “second classroom,” as well as explicit and implicit curricula, and play a sustained role in organizing activities, guiding values, documenting processes, conducting risk education, and facilitating reflective exchanges. However, student counselors should not take sole charge of labor education; rather, they should serve as collaborative hubs: working with ideological and political education instructors to provide value guidance, collaborating with subject-matter

faculty to design job tasks, partnering with corporate mentors to evaluate professional performance, and joining forces with youth league and student organizations as well as local communities to expand service projects. This approach fosters an educational community with clearly defined responsibilities rather than diffuse accountability.

3. Structural Issues to Be Addressed in Current Labor Education Practices

3.1. Narrow Focus on a Single Objective: Labor education is equated with physical labor or skills training

Some practical projects focus primarily on completing a specified number of hours, cleaning public areas, or participating in group activities, yet the educational intent has not been translated into learning outcomes that students can comprehend. Another tendency is to eliminate dedicated education on labor values and the labor spirit on the grounds that professional training inherently involves labor. While these two approaches appear different, they both essentially sever the educational attributes of labor: the former lacks substance in knowledge and skills, while the latter lacks guidance on values and ethics. Wang Dongying points out that the labor education system in higher vocational colleges may still be dominated by a task-oriented approach, lacking clear plans and long-term goals [10]. Therefore, the formulation of objectives must shift from “how much labor is completed” to “what kind of labor literacy is developed.”

3.2. Fragmented Content: Courses, Activities, Practical Training, and Daily Life Are Disconnected

Labor education content is typically scattered across required labor education courses, ideological and political theory courses, professional practical training, campus activities, volunteer services, dormitory management, and on-the-job internships. Without a unified content framework, the same theme may be repeated, while key themes may fall through the cracks with no one taking responsibility for them. For example, while labor safety is emphasized in professional training, it is not necessarily integrated with risk prevention and control in daily life labor and social service activities; the spirit of craftsmanship is repeatedly taught in the classroom but is not necessarily translated into requirements for project quality, punctuality, contract fulfillment, and teamwork. The content system needs to organize these scattered elements into progressive tasks, enabling students to see the intrinsic connections between different labor experiences.

3.3. Fragmented Stakeholders: Multiple Departments Are Involved, but Responsibilities for Coordination Are Unclear

Responsibility for labor education is already distributed among many units: Academic Affairs, Student Affairs, the Communist Youth League Committee, secondary colleges, Logistics, enterprises, and community partners all take part in different ways. The difficulty is that participation by many actors does not automatically produce coordination. When departments use separate goals, records, and evaluation rules, a segmented pattern emerges—courses are handled in one place, activities in another, dormitory labor elsewhere, and internships by the colleges. The resulting evidence is difficult to combine, and problems found in practice may never return to course design. Wang Junfeng and Chen Mingxiang propose an implementation structure that brings full-time teachers, professional instructors, and student advisors into the same labor-education process [13]. The practical implication is that collaboration needs to occur during project design, guidance, and evaluation, rather than being limited to periodic coordination meetings.

3.4. Superficial Evaluation: Emphasis on Outcome Documentation, Neglect of Process Evidence and Reflective Transfer

Common forms of supporting documentation in practice include attendance sheets, activity photos, award certificates, and student projects. While these materials can verify that students “participated,” they do not necessarily demonstrate that students have “developed” in terms of value alignment, skill proficiency, sense of responsibility, and innovative thinking. Assessment of labor education must consider not only outcomes but also task difficulty, level of engagement, adherence to operational standards, collaborative performance, problem-solving skills, and the quality of reflection. Based on an outcomes-based approach, Li Peng proposes that labor education should clearly define expected learning outcomes and employ diverse assessment methods involving multiple stakeholders—including teachers, students, parents, and enterprises—as well as practical exercises, projects, and reports [14]. Without evidence of the learning process, the awarding of credits can easily degenerate into a mere exchange for attendance.

3.5. Short-Term Focus on Guarantees: Project Momentum Struggles to Translate into a Permanent System

A stable labor-education program also depends on resources that are easy to overlook: facilities, consumables, supervising teachers, enterprise mentors, transport, safety arrangements, and insurance. Projects that rely only on temporary funding or the enthusiasm of one or two teachers are difficult to sustain when staff change. The same problem appears when an off-campus base has a formal agreement but no recurring tasks for students; in that case, visits can become observational rather than genuinely participatory. Wu Xiuxia notes persistent constraints in labor-education practice, including limited course provision and shortages of teachers and practice bases [15]. Private vocational undergraduate institutions therefore need a modest but durable support floor, including stable project repositories, entry and exit rules for bases, recognition of faculty workload, contingency arrangements for risk, and coordinated funding.

4. The Overall Framework of “Four Major Systems—Five-Dimensional Pathways—Three Categories of Lists”

4.1. Objective System: From Value Affirmation to Comprehensive Competence

The objective system centers on “correct labor values,” with professional responsibility and social responsibility as its two main threads, and manifests primarily through labor knowledge, professional skills, behavioral habits, innovative abilities, and teamwork. Specifically, students should be able to understand the basic principle that labor creates value and respect different types of labor and workers; be able to comply with labor laws, safety regulations, job standards, and professional ethics; be able to proficiently use professional tools and methods to complete real-world tasks; develop habits of punctuality, responsibility, cooperation, thrift, and a commitment to excellence through sustained labor; and identify practical problems and propose improvement plans. These objectives not only preserve the uniqueness of labor education but also promote mutual reinforcement with moral, intellectual, physical, and aesthetic education. Li Ke points out that labor education can support the cultivation of virtue and the development of talent through dimensions such as value guidance, practical education, and cultural enrichment [16], which provides a theoretical basis for the integration of multidimensional objectives.

The objectives also need to change as students progress through the program. Early-stage students can concentrate on work ethics, self-management, rules, and basic skills. In the middle stage, the emphasis can shift toward specialized labor, service, teamwork, and career

experience. Students nearing graduation should encounter tasks that require job competence, technical improvement, innovation or entrepreneurship, and a clearer sense of social responsibility. This staged arrangement reduces the tendency to repeat the same activity in every year and makes labor education accompany students from entry-level orientation through internship and preparation for employment.

4.2. Content Framework: Integration of Curriculum, Daily Life, Professional Studies, Service, and Innovation

The proposed content architecture is organized around five connected modules rather than a single omnibus labor course. First, the Labor Theory and Culture module covers the Marxist view of labor, the spirit of labor, the spirit of model workers, the spirit of craftsmanship, labor laws and regulations, safety standards, and technical ethics. Second, the Daily Life Labor module covers personal life management, dormitory and public affairs, eco-friendly living, and frugality. Third, the Professional Production Labor module relies on specialized courses, practical training, internships, and real-world tasks from enterprises to strengthen vocational skills, quality awareness, and job responsibilities. Fourth, the Public Service Labor module guides students in applying their professional expertise to serve communities, rural areas, schools, and local industries. Fifth, the Innovation and Creativity Labor module incorporates problem identification, technical improvements, product design, cultural creativity, and entrepreneurial practice into labor education. These five modules are not five separate sets of courses but can be combined and presented within the same project; their organizational logic aligns with the principles of curriculum integration, practice-based education, and collaborative implementation emphasized by the Research Institute on Labor Education Systems in Higher Vocational Colleges [11].

To balance uniform requirements, disciplinary differences, and student choice, the content can be organized into three categories of labor education lists: “required,” “elective,” and “self-directed.” The required list reflects the minimum standards and includes labor theory, safety education, basic daily living skills, foundational professional labor, and mandated service-oriented labor; the elective list is provided by secondary colleges and partner organizations, highlighting the characteristics of major clusters, local industries, and campus cultural resources; the self-directed list allows students or teams to propose projects, which are implemented after an instructor reviews the objectives, tasks, risks, and format of the outcomes. Together, these three lists constitute the framework for earning credits; however, credit recognition should not be based solely on frequency and duration, but rather on the completeness of evidence, achievement of standards, and the effectiveness of reflection.

4.3. Methodological Framework: “Virtue, Skills, Aspiration, Innovation, and Integration” Form a Continuous Educational Chain

In the five-dimensional pathway, “Virtue” gives a project its value direction. Labor theory, encounters with model workers and master craftsmen, discussion of professional ethics, and instruction on labor law and safety provide the initial context, but value education should not stop at a pre-project speech. It needs to be visible in the way students carry out the task: whether they keep commitments, respect rules and workers, protect quality, and deal honestly with problems. In other words, the moral dimension becomes meaningful only when it is translated into observable conduct during labor rather than remaining a general statement of intention.

“Skills” concern what students can actually do in a professional setting. A labor project should therefore be tied to job standards and contain tasks whose technical quality and safety requirements can be observed. Professional teachers can judge methods and standards, enterprise mentors can bring in workplace conditions, and counselors can follow participation,

cooperation, and professional attitude. This division keeps two distortions in check: labor education should not lose its technical substance, while practical training should not lose its educational value. Repeated experience of planning a task, carrying it out, checking the result, and making corrections is what allows classroom knowledge to become dependable occupational competence.

“Aspiration” is tested through service to others. Volunteer service is educationally useful when students have to respond to a real need with knowledge or skills they already possess, not simply when they accumulate service hours. Projects should therefore begin with the recipient's needs and make roles, conduct requirements, and feedback arrangements explicit. For example, students in language programs can engage in international volunteer work and public cultural translation; those in digital media programs can produce public service communication materials for communities; and students in business and trade programs can serve local small and micro-enterprises. Feedback from service recipients serves as a test of whether students have genuinely developed a sense of responsibility, communication skills, and professional service capabilities.

“Innovation” refers to transfer and enhancement. Innovation in labor education does not require every project to result in a patent or entrepreneurial achievement; rather, it encourages students to identify issues such as inefficiency, waste, safety hazards, or poor user experiences during the labor process and to propose feasible improvements using their professional knowledge. Innovation assessment should focus on whether the problem is genuine, whether the solution is implementable, and whether the improvements have been validated—rather than merely on competition awards. By embedding innovation into routine labor processes, we can overcome the disconnect between innovation and entrepreneurship education and daily learning.

“Integration” is the point at which separate experiences are brought together. After a project, students need to look back on more than whether the task was completed. Reflection should connect value choices, technical performance, teamwork, feedback from others, and problems that remain unresolved. Counselors and professional teachers can use a debriefing session to help students relate what happened in daily life, coursework, and service settings. Seen in this way, “Virtue—Skills—Aspiration—Innovation—Integration” is a sequence of educational functions: values shape action, skills support performance, service tests responsibility, innovation pushes students to improve practice, and reflection helps them transfer what they have learned to later tasks. The five dimensions are therefore linked stages, not five labels attached to separate activities.

4.4. Support System: Coordinated Efforts in Organization, Personnel, Platforms, Systems, and Safety

The support system begins with a clear division of organizational responsibility. The university should place labor education within talent-development and quality-assurance arrangements, while specifying what Academic Affairs, Student Affairs, the Communist Youth League Committee, secondary colleges, and Logistics are expected to do. Secondary colleges can maintain project repositories suited to their programs, and each project should have an identified person responsible for objectives, task design, guidance, risk control, and evaluation. Counselor offices are well placed to collect needs, connect resources, incubate projects, observe implementation, and summarize useful cases. They should not, however, replace course teachers or professional faculty in matters of curriculum and technical standards. This separation keeps coordination strong without blurring professional responsibility.

Personnel, platforms, rules, and safety arrangements need to support that organizational structure. Guidance can be shared among labor-education teachers, professional faculty, counselors, and mentors from enterprises or communities, but project guidance and base

maintenance should be recognized in workload arrangements rather than treated as informal extra work. Training for staff should cover project design, evaluation, labor-education concepts, and risk prevention. Existing laboratories, student communities, innovation spaces, counselor studios, volunteer bases, and school-enterprise sites are useful only when they carry concrete tasks; a named base without recurring work contributes little. The institutional side should cover project approval, credit recognition, outcome archiving, base review, funding, and quality improvement. Safety requirements must be matched to the task and include preparation of students, equipment checks, supervision, emergency procedures, and insurance where needed. Together, these measures provide a practical floor for sustained operation.

5. Operational Mechanisms of the Practical Training System

5.1. Needs Assessment and List Development

The labor-education list should be reviewed before each academic year so that it reflects current training objectives, students' stage of development, changes in occupational roles, and requests from partner organizations. At the university level, common required projects and safety baseline requirements are published; schools develop major-specific projects based on professional standards; and student advisors gather individualized needs through one-on-one conversations, classroom observations, community management, and the collection of student proposals. Student-initiated projects must undergo review for educational value, task authenticity, resource availability, and risk manageability. The three-tiered generation process—"university basic list—major-specific list—student-initiated list"—prevents arbitrary project selection while preserving student autonomy.

5.2. Project-Based Implementation and Role Division

Labor education projects should include six basic elements: clear educational objectives, authentic labor tasks, executable operational procedures, clear quality standards, traceable process evidence, and necessary reflection components. When a project is launched, the responsible person, supervising teacher, partner organization, and safety requirements must be specified simultaneously. Subject teachers focus on guiding technical aspects and quality control; counselors focus on value guidance, organizational coordination, and process observation; corporate or community mentors focus on evaluating job performance in real-world contexts; and students are responsible for planning, assigning roles, carrying out tasks, and engaging in self-reflection. Only with clearly defined role boundaries can we avoid a situation where "activities are organized but no one is responsible for learning."

5.3. Evidence Collection and Multi-Dimensional Assessment

Assessment should establish a chain of evidence centered on the project objectives. Before the task, document students' understanding of the project's significance, rules, and risks; during the task, record attendance, engagement, operational standards, teamwork, problem-solving, and service attitude; after the task, collect the final product or service outcomes, faculty evaluations, feedback from service recipients, and student reflections. Evaluators may include the students themselves, peers, counselors, subject teachers, corporate mentors, the community, and families; however, each evaluator should assess only what they can observe, avoiding a perfunctory, blanket evaluation of all participants. Evaluation results should combine descriptive grading with necessary quantitative measures, separately presenting value alignment, skill attainment, fulfillment of responsibilities, innovation and improvement, and comprehensive reflection. Ultimately, these results are converted into course grades or extracurricular credits according to the school's established rules.

5.4. Feedback, Improvement, and Quality Closure

Semester-end review should be used to decide what stays in the project list and what needs to change. Colleges can examine completion rates together with the quality of evidence, student reflections, instructors' comments, partner feedback, and safety records. A project that consistently produces useful learning evidence can be retained and standardized; one with unstable resources or unclear outcomes should be redesigned; and an activity that consists mainly of visiting or signing in, with little actual work, should be removed. Problems that appear across several projects should be discussed at university level and fed back into courses, professional practice, student management, and the development of bases. This creates a recurring cycle of diagnosis, design, implementation, evaluation, and revision. The aim is not to generate more paperwork for students, but to make labor experiences sufficiently documented that they can be understood, judged, and improved.

6. School-Based Implementation Foundation and Optimization Directions for the “Integrated System of Morality, Skills, Aspirations, and Innovation”

6.1. Existing Practices Provide a Concrete Foundation for the Five-Dimensional Approach

The school's earlier explorations in labor education have established a solid practical foundation. In the “Virtue” dimension, the spirit of labor and craftsmanship is reinforced through campus activities featuring model workers and master artisans, lectures by intangible cultural heritage artisans, and red-themed practical activities; in the “Skill” dimension, off-campus labor practice bases have been established, integrating major-specific studies, practical training, and industrial experiences; in the “Aspiration” dimension, we organize on- and off-campus volunteer services and social practice activities based on the principle of “needs + characteristics + interests”; in the “Creativity” dimension, we transform local resources such as paper-cutting, creative home decor, and Rizhao tea culture into labor projects, guiding students to develop creativity through traditional crafts and service to local industries; in the “Comprehensive” dimension, we incorporate daily labor, volunteer service, and production practice into comprehensive evaluations through multi-stakeholder feedback from families, schools, and society. These practices demonstrate that the five-dimensional approach has a solid foundation in real-world resources, but it still requires institutionalization through unified objectives, checklist management, and evidence-based evaluation.

Preliminary data shows that the school has established three off-campus labor practice bases, conducted more than 30 volunteer service activities both on and off campus, and organized more than 20 revolutionary history education and practical activities; the project integrating paper-cutting with aesthetic education has yielded a cumulative total of more than 300 student works; more than 10 industrial experience activities centered on Rizhao tea culture have been organized, reaching more than 400 student participants; simultaneously, a micro-course on “Organization and Storage” has been developed, and evaluation methods involving the joint participation of parents, the school, and society are being explored. While these figures demonstrate the project's resources and organizational foundation, they do not directly equate to improvements in labor literacy. In the next phase, evidence of activity coverage should be further transformed into evidence of learning outcomes to enhance the explanatory power of the evaluation.

6.2. Transitioning from Branded Events to Sustainable Project-Based Curricula

Flagship events possess appeal and viral potential, but without clear curriculum objectives, task standards, and requirements for reflection, educational outcomes tend to depend heavily on

the event organizers. Mature activities should be transformed into project-based curricula that can be replicated. For example, the paper-cutting project should not only evaluate the quantity and aesthetic quality of works but also incorporate criteria such as technical standards, patience in labor, cultural understanding, teamwork, and public outreach tasks; the tea culture project should not only arrange visits and hands-on experiences but also incorporate learning about tea harvesting and processing, quality assessment, product promotion, or corporate service tasks; volunteer service projects should establish a complete process encompassing needs assessment, service design, on-site implementation, recipient feedback, and post-implementation review. Transforming activities into project-based courses does not mean simply moving all activities into the classroom, but rather establishing a stable educational framework for these activities.

6.3. Shifting from a Unified Credit System to a Categorized Credit Recognition System

The “required—elective—independent” list must align with the credit system. Required projects focus on ensuring all students achieve basic labor literacy and cannot be fully replaced by other honors; elective projects emphasize disciplinary differences and the development of interests, and may have different recognition requirements based on difficulty, effort, and outcomes; independent projects emphasize student autonomy and should be recognized following project approval, mentor guidance, and a final presentation of results. For routine labor undertaken over the long term, the focus should be on continuity and the cultivation of habits; for professional production labor, the focus should be on technical standards and safety regulations; for service-oriented labor, the focus should be on genuine needs and social feedback; and for innovative labor, the focus should be on the value of the problem addressed and the improvement process. Categorized recognition avoids applying a one-size-fits-all standard to labor of different natures.

6.4. Shifting from Experience-Based Summaries to Verifiable Continuous Improvement

After a project is completed, the system still needs to rely on routine evaluations for iteration. Schools can establish a minimal set of necessary evidence—including project proposals, process records, samples of outcomes, faculty evaluations, feedback from service recipients, and student reflections—without imposing an excessive reporting burden. Follow-up studies, after obtaining informed consent and undergoing necessary reviews, may employ pre- and post-tests, follow-up interviews, rubrics for evaluating student work, or cross-disciplinary comparisons to assess changes in students' work values, professional responsibility, skill standards, and innovative capabilities. At this stage, the contribution is the design of a practical system whose structure and roles are sufficiently explicit for implementation; whether it produces lasting educational effects remains an empirical question for subsequent data collection.

7. Conclusion

For private vocational undergraduate institutions, the main challenge is not a shortage of individual labor activities. The harder task is to connect activities that are usually separated—value education, professional learning, everyday life, community service, and innovative practice—so that they contribute to the same developmental process. The four systems proposed here respond to different parts of that task: objectives specify what students are expected to develop, content identifies what they encounter, methods organize how learning takes place, and support arrangements make continued implementation possible. The five-dimensional pathway of “Morality, Skills, Aspiration, Innovation, and Integration” then

describes how an activity can move from value orientation to skill use, social testing, improvement, and reflection. The required, elective, and self-directed lists provide the operational interface: common requirements are retained, programs can reflect their own professional characteristics, and students still have room to initiate work that fits their interests and abilities.

Student counselors matter in this framework because they work across settings that are often managed separately, but their role is coordination rather than control of every task. Daily ideological and political education gives them access to students' ongoing development; professional teachers contribute technical judgment; industry mentors bring workplace standards and context; and communities and families provide forms of social feedback that the campus alone cannot supply. When these contributions are tied together through project evidence, differentiated evaluation, and regular feedback, labor education is more likely to become a stable part of institutional practice instead of a series of short-lived campaigns. For resource-constrained private vocational undergraduate institutions, this also suggests a pragmatic direction: make better use of resources already in place, clarify standards and responsibilities, and build a smaller number of projects that can be sustained and improved over time rather than expanding activity volume for its own sake.

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