

Research on Strategies for Enhancing the Effectiveness of University Labor Education in the Context of “Sanquan Education”

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Abstract: The concept of “Sanquan education” emphasizes educating all members, the whole process, and all-round education, and guides ideological values throughout the entire process and every link of education and teaching. Under the guidance of this concept, labor education in colleges and universities needs to pay more attention to the cultivation of students’ comprehensive literacy, not just simple skill training, but also the cultivation of students’ ideological and moral character, practical skills, and innovative consciousness. This article analyzes the current status of labor education practice in colleges and universities, conducts in-depth research on the connotation of labor education under the “Sanquan education,” and proposes effective strategies to improve the effectiveness of labor education in colleges and universities, creating a “five-in-one” education pattern, focusing on multi-level and whole-process education, realizing all-round education in the first, second, third, and fourth classrooms, providing theoretical support and practical guidance for cultivating high-quality talents.

Keywords: Sanquan education; Labor education; Enhancement strategies

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1. Introduction

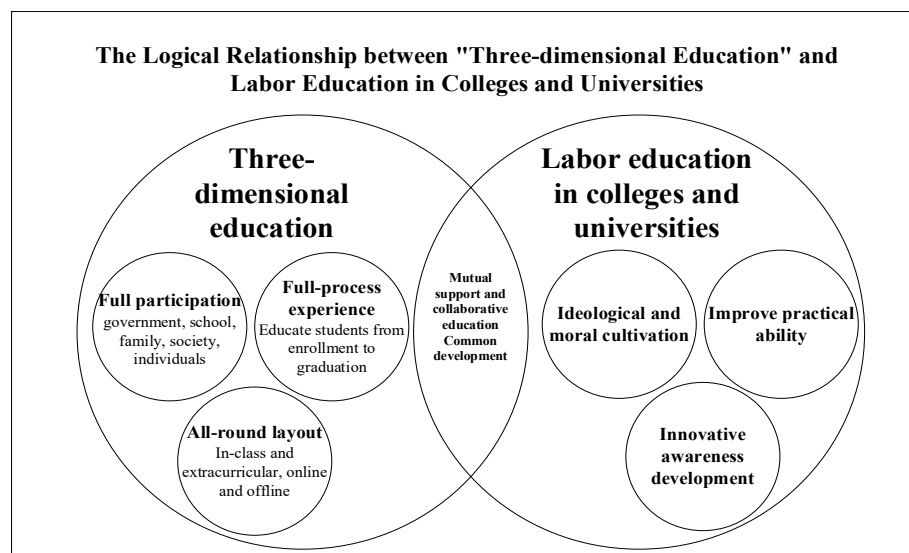
The development of human society is inseparable from labor. As Marx stated, “Any nation that stops working, even for a few weeks, will perish.” Labor creates both spiritual and material wealth, driving the continuous development and progress of society. Labor education is no longer just a simple course or activity; it has become an essential component of the entire education system, playing a critical role in cultivating students’ comprehensive qualities and social responsibility. As a key institution for cultivating well-rounded talents for the new era, higher education institutions should actively explore ways to implement labor education ^[1]. This not only responds to the need to build a new labor education system in the contemporary era but also addresses the practical demand for improving the education system and enhancing the quality of education.

However, labor education in universities currently faces several issues: a lack of systematization and

depth, fragmented practical activities, insufficient awareness among some students and parents regarding the importance of labor, and difficulties in engaging students in labor practice within limited time constraints. Given these challenges, how universities can enhance the effectiveness of labor education and achieve comprehensive development of students has become an important topic for research and discussion. This study aims to analyze the current state of labor education in higher education institutions and propose effective solutions to the existing problems, with the goal of cultivating higher-quality, more capable talents in universities.

2. The logical relationship between “Sanquan education” and labor education in universities

The concept of “Sanquan education” embodies the intrinsic requirement of cultivating moral integrity and academic excellence. It aims to foster students’ development in all aspects, including moral, intellectual, physical, aesthetic, and labor qualities. Labor education in universities is closely related to this concept. Full participation in labor practice is emphasized, regardless of students’ grade levels or majors, ensuring that every student has the opportunity to participate and benefit. Moreover, labor education in universities spans the entire academic journey, from enrollment to graduation, with corresponding labor education content and arrangements at each stage, ensuring full coverage of the whole process. In addition, labor education encompasses the cultivation of multiple abilities in students, not only enhancing technical skills but also focusing on character development, teamwork abilities, and innovative spirit, thus achieving a comprehensive cultivation of qualities. Therefore, labor education in universities complements the concept of “Sanquan education.” Through full participation, whole-process coverage, and all-around development, the education system aims to achieve multi-dimensional, multi-level, and all-round development of students ^[2], as shown in **Figure 1**.



Mutual support and collaborative education
Common development

Figure 1. The logical relationship between “Sanquan education” and labor education in universities

2.1. Full participation: Cultivating a spirit of full participation

Full participation education refers to the shared responsibility of all those involved in the educational process, including the educators and the students themselves. Universities, as the main educational entities, bear the important responsibility of educating students, with teachers being the core bearers of this responsibility. Other staff members on campus, such as counselors, class advisors, and administrative staff, also play a role in

educating students through teaching, services, research, and management ^[3]. Additionally, “full participation” also includes participants outside the school community, such as family members, social figures, and the students themselves. Family education plays a crucial role in shaping students’ values, with parents being the first teachers in a child’s life. Society, as an open and diverse educational space, plays an important role in promoting the spirit of labor and honoring role models, awakening individual awareness, and fulfilling the responsibility of labor education. Students themselves must actively engage in the learning process, independently acquiring knowledge about labor, the spirit of labor, and labor skills, thereby taking responsibility for their own education ^[4].

2.2. Whole-process experience: Integration throughout the entire process

Whole-process education refers to the comprehensive implementation of labor education throughout a student’s university years, following the timeline of their academic journey, from enrollment to graduation. The university period is not only a key stage for students to acquire knowledge, broaden their horizons, and develop skills, but it is also a critical time for shaping their worldview, values, and life perspective ^[5]. From the start of the academic year to the end, from freshman to senior year, from study to employment, labor education should be integrated into all aspects of students’ university life, including during holidays. Effective integration of labor education content at each stage is necessary to avoid gaps in the process and ensure continuity in the educational experience. By aligning education content effectively and creating a coherent labor education framework, universities can promote the continuity of labor education, ensuring a well-rounded experience for students ^[6].

2.3. Comprehensive framework: Application and extension of labor education in different domains

Comprehensive education mainly refers to carrying out educational work in a multi-dimensional way, emphasizing the spatial aspect of education. The primary focus of the first classroom is to fully integrate labor education into theoretical education ^[7]. This includes comprehensive teaching of labor education theories, emphasizing the importance of labor in both the personal and social spheres. In addition, after-class education plays a critical role in strengthening students’ participation in labor activities. Utilizing social resources, such as organizing visits to practical bases, creating a labor education network space, and using role models of labor to guide students, is vital. This requires the development of diverse educational methods and an imaginative approach, encouraging the exploration of new labor education paths, enriching the forms of labor education, and innovating both implicit and explicit educational strategies ^[8].

3. Status quo and problems of labor education in universities

3.1. Lack of overall planning and design in labor education courses

Firstly, there is a lack of overall planning in the implementation of labor education courses. Although mandatory labor education courses have been introduced, the proportion of labor education modules added to specific majors is very small. Many students report that there are no relevant textbooks for the current labor courses, and in some grades, the labor education courses have not been implemented in a timely manner, failing to cover all grade levels.

Secondly, the integration of labor education courses is not well connected. While labor-related knowledge is taught in ideological and political courses, and to a lesser extent in cultural courses and internships, there is minimal integration in innovation and entrepreneurship courses. This indicates that the current labor education

is mainly concentrated in the first classroom, with schools favoring the inclusion of labor education content through ideological and political courses and professional courses. This reflects an emphasis on the cultivation of students' comprehensive qualities and practical skills. However, a more comprehensive teaching approach, such as practical projects, social practice, and innovation and entrepreneurship courses, would better cultivate students' practical and teamwork skills. A diversified education model would also better meet the needs of different students^[9].

Thirdly, labor education often remains at the theoretical level. The current model of labor education mainly relies on traditional classroom teaching and online self-learning modes, with insufficient exploration of practical labor methods. This limits students' initiative and creativity, hindering the development of their interest and enthusiasm for labor.

3.2. Insufficient resource development

The content and forms of labor education practices lack diversity. Surveys indicate that the forms of labor practice are relatively simple, mainly consisting of "Labor Month," "Love My Campus," and "Work-Study Programs" in daily life. These activities lack innovation and appeal, and there are insufficient challenging or educationally meaningful practical activities. Service-based labor, mainly in the form of volunteer work, is less frequently implemented. It can be seen that currently, labor practice activities in the second and third classrooms are limited, with few practice positions available. Labor opportunities are scarce, providing only limited opportunities for a small number of students. The lack of a diversified labor education practice platform significantly restricts the opportunities for college students to engage in labor activities^[10].

Additionally, there is a lack of professional teaching staff in labor education. Currently, the courses are mainly taught by counselors and ideological and political education teachers. This teaching model may bring potential issues. For example, part-time teachers may lack expertise in cultivating specialized labor skills, leading to a lack of systematic professional guidance for students in labor practice, which affects their ability to apply skills in real-world work scenarios. Labor education should cover multiple areas, including technical, practical, and vocational training. Courses led by part-time teachers may focus more on the ideological aspects, while the training of practical skills may be relatively insufficient.

3.3. Poor evaluation mechanism and incentive measures

The evaluation mechanism for labor education courses lacks rationality. The main evaluation methods for labor literacy are exams for compulsory and elective courses and the submission of social practice reports. Most of the evaluations are in written form, staying at the theoretical level, which makes it difficult to accurately reflect students' experiences with labor and their understanding of labor ethics.

In addition, the lack of effective incentive measures also hinders the proper implementation of labor education practices. Although some students participate in social practices, such as volunteering in their hometowns during the holidays or social surveys, the lack of evaluation and incentive mechanisms for these activities means that many students' experiences of labor during these periods remain superficial, preventing them from truly feeling the fulfillment and sense of achievement that labor can bring.

3.4. Insufficient online guidance and lack of effective labor spirit promotion

New-generation college students were born in the internet age, where fragmented information makes it difficult for students to form a comprehensive and in-depth understanding of labor. In the fast-paced life and study

process, students often focus on areas or topics that interest them, while neglecting other subjects, making it difficult to develop a strong respect for labor. The lack of positive role models and stories about labor has made it hard for students to find adequate guidance on labor in online social platforms, which in turn affects their ability to form a correct understanding of the value of labor.

3.5. Inconsistent views on labor education between home and school

Some parents may believe that students should spend more time studying and that labor practice would distract them from their academic performance. This inconsistency in views may affect students’ perception of labor and lead to imbalances in the distribution of resources between schools and society. Therefore, there is a need to strengthen the promotion and education of the concept of full-participation labor education, encouraging all parties to better understand the underlying value. Additionally, it is important to establish a cooperative mechanism across different stakeholders—government, schools, families, and society—to jointly promote the development of labor education and ensure that all parties involved can contribute to achieving better educational outcomes.

4. Strategies for enhancing the effectiveness of labor education in universities under the concept of “Sanquan education”

4.1. Building a “five-in-one” comprehensive labor education framework

The concept of “full-participation education” emphasizes the joint participation and cooperation of all stakeholders in the educational process, including the government, schools, families, society, and individuals, as shown in **Figure 2**. Under this concept, the government is responsible for creating a favorable policy environment for labor education, providing relevant resources and support, and promoting the development of the entire education system. Schools are tasked with cultivating students’ practical skills, encouraging innovation and entrepreneurship, and strengthening the organization and leadership of labor education. This can be achieved by setting up a labor education working group under the school’s teaching committee and integrating labor education into the school’s annual plan to ensure its effective organization and implementation. Families play an essential role in creating the initial educational environment and should support the school’s labor education plans, fostering children’s independence, sense of responsibility, and teamwork. Society, as a source of broad educational resources, should provide more opportunities for practice, industry experience, and career guidance. It should establish cooperative relationships with schools to offer students more chances for practical training. Students, as the direct beneficiaries of this concept, must actively engage in the learning process, develop a correct understanding of labor, enhance their practical skills, and apply the knowledge they acquire to real-world situations. All stakeholders involved in the education process must share the responsibility for educating and collaborate to achieve effective educational outcomes ^[11].

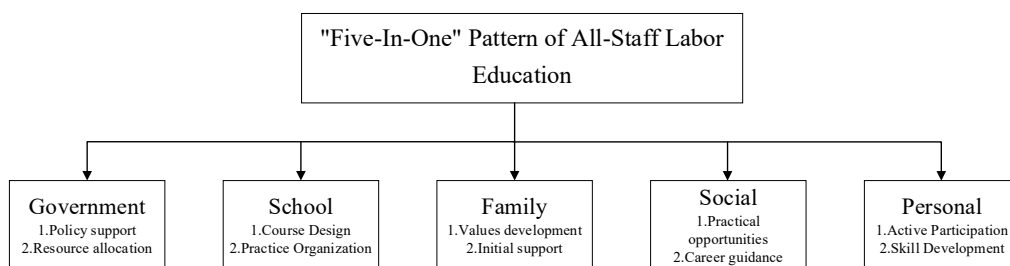


Figure 2. The “five-in-one” comprehensive labor education framework

4.2. Focusing on multi-level and whole-process labor education

Whole-process education should follow the growth patterns of students, taking into account the psychological and physiological characteristics of college students. It should implement a complete curriculum system and diverse evaluation methods, tailored to different grades, levels, and professional characteristics, to carry out corresponding labor education measures ^[12].

4.2.1. Building a comprehensive labor education curriculum system

In recent years, China has gradually issued policies and documents aimed at strengthening labor education, and universities have progressively enhanced the labor education curriculum. The data from the research indicates that ideological and political courses and professional courses still dominate labor education, showing that schools focus more on the theoretical aspects in their curriculum design, with relatively less emphasis on practical training and hands-on experience. The low proportion of innovation and entrepreneurship courses reflects a lack of focus on cultivating students' innovative spirit and practical application skills, and the balance between theory and practice still requires further optimization. Professional courses should incorporate content related to real-world work, combining theoretical knowledge with practical operations to enhance students' professional capabilities. At the same time, interdisciplinary integration should be encouraged, incorporating labor education elements into various courses across different fields to develop students' broader labor literacy ^[13]. By making such adjustments, universities can better meet the needs for students' comprehensive quality development, making labor education more targeted and effective, and promoting students' all-around development.

To further improve effectiveness, a labor education mentoring system could be established, providing personalized guidance to students. Organizing themed labor education activities, such as lectures, seminars, and competitions, could create a positive learning atmosphere, subtly contributing to students' ideological education and the development of a strong work ethic.

4.2.2. Improving labor evaluation mechanisms and incentive measures

Firstly, labor practice evaluation standards should be established to reward and commend students who actively participate. The evaluation standards could include comprehensive assessments of students' participation frequency, quality, and outcomes in labor practice ^[14], considering aspects such as student involvement, creativity, teamwork, and more. Publicly recognizing outstanding students would enhance their sense of honor and social recognition, creating a role model effect. A regular evaluation and feedback mechanism is essential to summarize students' performance and guide them in making improvements, establishing a positive cycle that encourages more students to actively participate and cultivates students with a strong labor spirit.

Secondly, a student labor practice archive should be established to provide strong support for students' overall quality evaluation. The labor practice archive serves as a tool to systematically record and archive students' participation in labor practices. By establishing a sound archive management system, students' performance and achievements in labor practice can be objectively reflected. This not only allows for better documentation of students' labor practices but also provides a solid basis and support for evaluating students' overall quality.

4.3. Achieving multi-dimensional labor education through the four classrooms

By conducting labor education both on and off campus, before and after class, online and offline, and in daily life, a multi-level, multi-dimensional, wide-ranging, and comprehensive labor education system can be

established, ensuring that labor education runs through the entire learning process of students. In this system (**Figure 3**), the first classroom primarily implements labor education through classroom teaching, focusing on the integration of ideological and political courses with professional courses to help students establish correct labor values and acquire professional skills. The second classroom involves extracurricular activities and social practice, allowing students to enhance their labor capabilities and sense of social responsibility through hands-on experiences. The third classroom offers real-world labor scenarios through off-campus activities, corporate internships, and community service, helping students improve their practical operation skills and professional qualities. The fourth classroom uses online learning platforms, providing flexible learning methods that break the constraints of time and space, further enhancing students' labor literacy. Through the organic integration of these four classrooms, labor education not only integrates theory and practice but also provides students with multi-dimensional, multi-level learning experiences, promoting their all-around development and ensuring they gain a deep understanding of the value of labor and improve their practical skills throughout the education process.

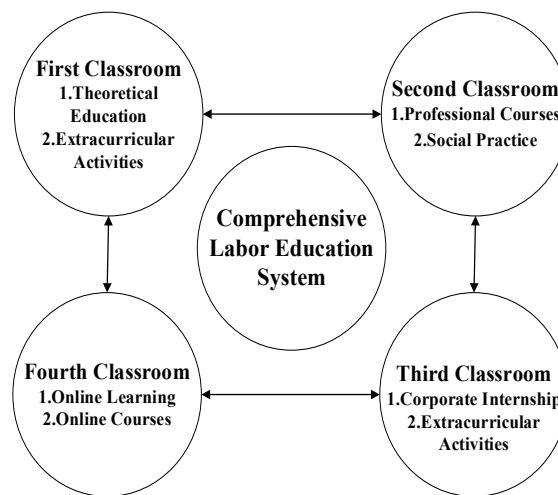


Figure 3. Four-classroom comprehensive labor education system

4.3.1. Strengthening the top-level design of labor education in universities

The Opinions clearly specify the required duration for labor education courses in universities, setting a minimum of 32 hours. To strengthen the organization and leadership of labor education, universities can set up labor education working groups under their teaching committees, integrating labor education into the university's annual plan to ensure its effective organization and implementation.

Therefore, it is essential to reinforce the teaching in the first classroom by deeply exploring course content and incorporating aspects of the essence and social significance of labor. This will allow students to not only acquire professional knowledge but also understand the importance of labor within the broader social system. At the same time, the role of the second classroom should not be overlooked. During students' extracurricular time, labor practice activities should receive sufficient attention and guidance. By organizing various practical activities, such as social services and field visits, students will have the opportunity to apply what they have learned in the classroom to real-life situations, thereby deepening their understanding of the true significance of labor.

For example, at the Chenggong campus of Yunnan Agricultural University, a social practice course was

established, requiring students to actively participate in community service and public welfare activities. For instance, students deliver harvested vegetables from experimental fields to welfare homes and impoverished families in areas such as Chenggong New District, Majinpu, and Yiliang. Students also actively engage in environmental protection at Fuxian Lake and act as local cultural inheritors. Through these labor practices, students can gain a deeper understanding of social issues while improving their labor skills and service spirit ^[15].

4.3.2. Leveraging resource platforms to enhance the role of labor practice in education

Universities should actively use social media and educational resources to conduct widespread labor practice education and promote a new pattern of collective support and encouragement for labor education, maximizing the advantages of each stakeholder.

Firstly, it is important to encourage and support labor practices. By utilizing social practice resources and platforms, universities can create interconnected and resource-sharing networks, expand labor education practice platforms, and enrich diversified channels for social practice. This can also involve developing a variety of social practice resources and encouraging participation in public welfare services organized by social organizations, such as the Communist Youth League, trade unions, and women's federations. Additionally, labor education for college students should extend beyond the campus and into society, guiding students to embrace lofty ideals of serving the country, society, and people. By emphasizing labor in everyday life, production labor, and social service labor, students can shift from a utilitarian view of labor to a more profound understanding of its value, cultivating a new generation capable of taking on significant societal responsibilities.

Secondly, universities should provide diverse labor practice opportunities and projects. To inspire students' work ethic, schools can organize a variety of labor practice activities, including community volunteer services, social practice, and campus environmental improvements. Schools should also encourage students to participate in innovative labor practice projects, such as technological innovation or social entrepreneurship, to cultivate students' creativity and practical skills. By offering diverse labor practice opportunities and projects, universities can effectively stimulate students' enthusiasm, allowing them to experience the joy and sense of achievement that labor brings, thus fostering a strong work ethic.

4.3.3. Creating a campus and social atmosphere that promotes a spirit of labor

Universities should organize labor-themed cultural events, such as labor art exhibitions or labor-themed drama performances, to promote the glory and value of labor. Campus media outlets, such as campus newspapers, publications, and campus radio, are leveraged to strengthen the promotion and guidance of the labor spirit. For example, through coverage of the heroic efforts of soldiers and armed police officers who worked tirelessly during the heavy rains in Zhengzhou, Henan Province, the media can highlight the valor of those on the front lines of disaster relief. This type of media coverage can effectively guide students in a way that resonates with them, highlighting the role of labor role models and expressing respect for workers, embedding the spirit of model workers, labor, and craftsmanship deeply in students' minds and hearts.

Additionally, through campus literary works, photography competitions, and other forms of creative expression, students can showcase their experiences and reflections gained from participating in labor during social practice. Regularly sharing stories of outstanding students involved in community service, teaching assistance, environmental protection, and other labor practices can convey positive labor values to the entire student body.

4.3.4. Building a networked platform to promote labor education

As the development of online spaces mirrors the evolution of the internet environment, universities can create labor-themed websites as key platforms to promote the spirit of labor, respect for labor, and recognition of labor values in the online community. Labor education should be at the core of these platforms, continuously expanding their scope and range and using various online forms to carry diverse content related to labor. This will collectively contribute to nurturing students' correct understanding of labor.

Firstly, online platforms can be used to organize labor spirit promotion activities. Through well-designed promotional videos, articles on labor spirit, and WeChat posts, as well as photography competitions to gather the best portraits of laborers or stories about the most dedicated workers, universities can help students understand the importance of labor and its impact. Students will not only receive information but also feel the significance of labor.

Secondly, online interactive platforms can organize discussions about labor practices. Students can share their practical experiences and insights online and learn from each other, and experts can provide guidance, helping students better establish their labor values through this interactive learning.

Thirdly, universities can establish online labor education practice platforms. By creating online labor projects, students can engage in practical tasks such as public service activities or volunteer work, cultivating labor awareness and a sense of responsibility. In the process, students will reflect on how their efforts contribute to social progress.

4. Conclusion and prospects

This article analyzed the current state and existing issues of labor education in the author's university. The issues specifically include the fact that students' labor capabilities surpass their labor concepts and habits, unclear course planning, insufficient online guidance for labor education, and incomplete evaluation mechanisms and incentive measures. To address these problems, this article explored strategies for implementing labor education that encompasses full participation, whole-process coverage, and all-around development. These strategies include constructing a comprehensive labor education curriculum system, improving the labor education evaluation mechanism and incentive measures, and creating a campus and social atmosphere that honors the spirit of labor, providing practical support for deeper reforms in university labor education.

However, this article also has some limitations. The sample size of the research subjects does not cover all universities, and the in-depth analysis of the results is insufficient. Furthermore, regarding the feasibility and practical applicability of the data results, more empirical support and case analysis are needed to strengthen the credibility of the proposed educational strategies.

Disclosure statement

The author declares no conflict of interest.

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