Visual Analysis of Domestic and International Social Practice Evaluation Systems Based on CiteSpace

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Abstract: The evaluation of social practice outcomes is a critical component of the social practice mechanisms in colleges and universities, serving as a core index to assess the effectiveness of practice activities and the quality of student training. This paper employs CiteSpace to analyze references, keyword co-occurrence maps, time zone maps, and time diagrams, identifying key research hotspots in social practice evaluation systems domestically and internationally. These hotspots include the construction of evaluation indicators, evaluation pathways, and methods. Additionally, this study compares and summarizes the evolution of social practice evaluation systems across regions. It highlights that foreign social practice evaluation systems are characterized by diverse interpretative paradigms, an emphasis on students' self-reflection during the evaluation process, and more robust theoretical foundations. These findings provide valuable insights for domestic colleges and universities seeking to build social practice evaluation systems with relevant content and effective results.

Keywords: Social practice evaluation system; Colleges and universities; Practice education; Knowledge graph; Hotspot

1. Introduction

Social practice activities serve as a vital vehicle for moral education in universities, providing an essential means—outside the classroom—for cultivating college students' ideological and moral character [1]. The Ministry of Education has formalized social practice courses, incorporating them into the scope of first-class curriculum construction. Social practice evaluation, as a key standard for assessing the outcomes of practical activities in universities, has garnered significant attention for its system optimization. In February 2023, the Central Committee of the Communist Youth League emphasized in the Opinions on Enhancing the Effectiveness of Social Practice Activities for University Students in the New Era the importance of improving the assessment and evaluation measures for social practice. It advocated for the integration of results and processes, a combination of qualitative and quantitative methods, and complementary self-assessment and peer

evaluation, with a particular focus on evaluating students' ideological changes, actual performance, and personal growth [2].

Through a review of relevant literature, it is evident that the construction of social practice evaluation systems in domestic universities remains in an exploratory phase. Common challenges and issues include overemphasis on results, superficial evaluations, and a lack of discipline-specific characteristics. In contrast, social practice initiatives abroad began earlier, featuring scientifically designed evaluation content and well-established support mechanisms. This study employs the visualization software CiteSpace.6.3.R1 to conduct a systematic, illustrative, and comprehensive comparative analysis of domestic and international literature on social practice evaluation systems from 2003 to 2023. It seeks to explore the current research landscape, key topics, and emerging themes in this field, as well as to understand the evolutionary trajectory of social practice evaluation mechanisms in universities worldwide. Furthermore, the study identifies aspects of foreign evaluation systems that can be adapted to domestic contexts, offering insights for predicting reform trends in university social practice mechanisms, enhancing the effectiveness of social practice activities, and promoting the personal development of university students.

2. Research data sources and publication statistics

2.1. Data sources

The primary content of the study comprises core literature from domestic and international databases. International literature was sourced from the Web of Science database, using the following keywords: "volunteer activities" OR "volunteer service" OR "service learning" OR "social practice" OR "innovation and entrepreneurship practice" AND ("evaluate" OR "assess"). Domestic literature was sourced from the China National Knowledge Infrastructure (CNKI) database, with keywords including: "social practice evaluation," "practical education evaluation," "service learning evaluation," "volunteer service evaluation," "volunteer activity evaluation," "innovation and entrepreneurship activity evaluation," and "social survey activity evaluation." The search period was set from January 2003 to December 2024, yielding 1,128 Chinese documents and 626 English documents. After removing conference papers, theses, dissertations, and newspaper articles during the data-cleaning stage, 303 Chinese documents and 339 English documents were retained as valid research samples.

2.2. Research methods

The study combined econometric analysis and literature review methods to analyze publication trends, keywords, and knowledge mapping in related fields. It aimed to comprehensively explore the development status, network structure, research hotspots, frontiers, and trends of the social practice evaluation system. The research pathway included: (1) Using Citespace 6.3.R1 software for bibliometric visualization analysis to identify trends in annual publications domestically and internationally. (2) Exploring keyword co-occurrence patterns in domestic and international literature. (3) Revealing the evolution trends of the social practice evaluation system through time-zone and timeline maps. Additionally, qualitative analysis was conducted on literature with relevant content to gain deeper insights into the core research questions.

2.3. Statistics on literature publications

Publications were arranged by year to visualize the differences in research focus on this topic over time in domestic and international contexts. While both domestic and international publication trends show growth over

the years, the annual volume of international publications on social practice evaluation systems consistently exceeded that of domestic publications. Moreover, international publications exhibited more pronounced fluctuations, with peaks and troughs. The highest number of publications was in 2023, totaling 65, with research topics leaning towards the informatization of evaluation systems. This is attributed to the advanced application of digital technologies in practical education abroad [3].

In contrast, domestic publications showed a steady upward trend from 2003 to 2016. This trend may stem from three factors: (1) A rapid increase in public demand during this period, leading to greater attention to social security and public services. (2) A gradual transformation in government functions, emphasizing social equity. (3) National initiatives advocating for the exploration of long-term mechanisms for college students' social practice, along with the establishment of reasonable evaluation methods and incentive systems.

However, from 2016 to 2018, domestic publications declined from 24 to 11, likely due to a shift in focus as practical education mechanisms became more established, and attention turned to curriculum-based ideological and political education and educational system reform. After 2022, the volume of domestic and international publications intersected, with a noticeable decline in international publications and an upward trend in domestic ones. This suggests a potential future trend in social practice evaluation system research. **Figure 1** shows the details.
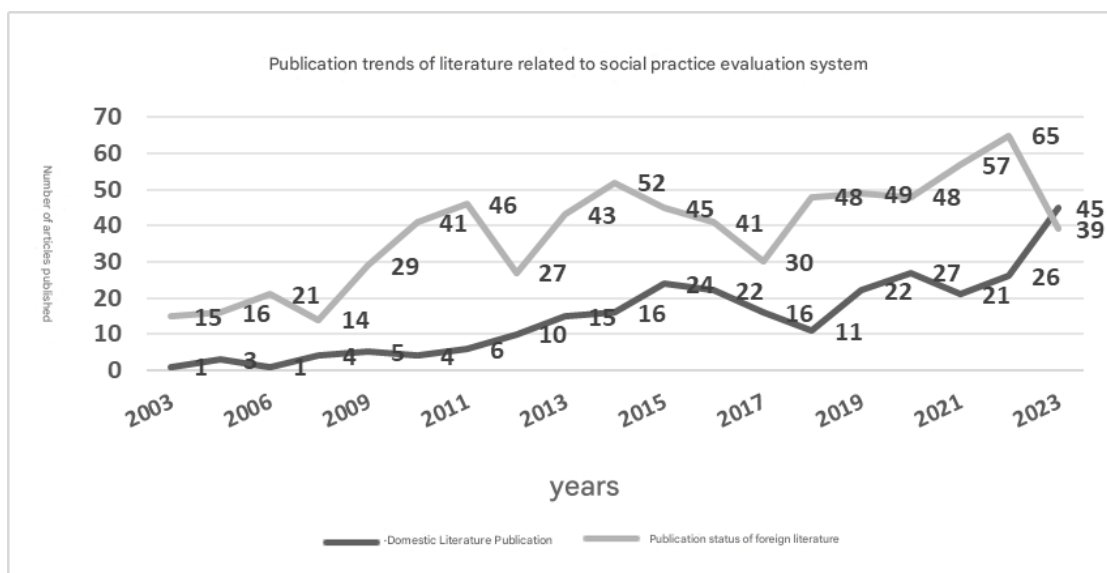

Figure 1. Publication trends of literature related to social practice evaluation systems

3. Hot topics in the social practice evaluation system

This section explores the focal areas of research on social practice evaluation systems through co-occurrence analysis. A keyword co-occurrence map emphasizes horizontal research on keywords, facilitating the exploration of connections between different research topics or segments. The more frequently keywords appear together in the same document, the closer their thematic relationship. Darker colors represent earlier appearances, as shown in **Figure 2**.
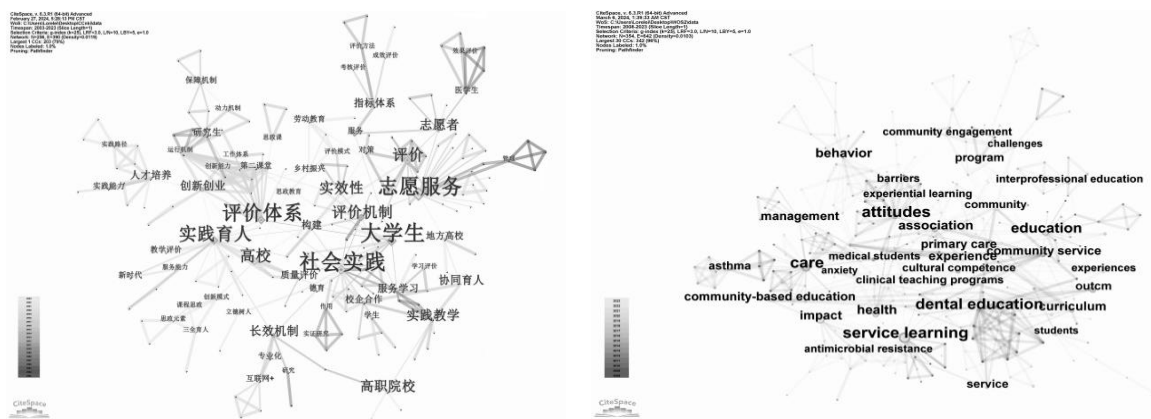
Figure 2. Comparison of keywords in domestic and international social practice evaluation systems

3.1. Domestic keyword co-occurrence analysis

Using CiteSpace software, an analysis of domestic literature was conducted with "keywords" selected as the target. The time interval was set to one year, and the threshold was set to TOP = 50. This produced a domestic keyword co-occurrence map featuring 256 nodes (N = 256) and 390 edges (E = 390). The map clearly shows that research on the social practice evaluation system has developed into two interconnected segments radiating outward from a central point: one focusing on the construction of an evaluation system centered on volunteer service, and the other on the expansion of activity types centered on social practice.

3.1.1. Evaluation system centered on volunteer service

The keyword co-occurrence map reveals a significant co-occurrence of terms such as "volunteer service," "social evaluation," "two-way evaluation," and "star rating" within the same documents, indicating close interconnections. The evaluation system for volunteer service is typically constructed from both macro and micro perspectives.

Macro perspective: This refers to evaluation methods, which often follow similar approaches. First, an overall evaluation framework is built using graded indicators. Then, quantitative or mixed evaluation content is embedded within the framework, akin to the relationship between "skeleton" and "flesh." Many studies use a goal-oriented approach, applying theories or methodologies to construct and enrich volunteer service evaluation systems. These goals include moral education and holistic student development. Theories such as rough set theory and the CIPP model, along with methodologies like digital fuzzy evaluation and factor analysis, are commonly employed.

Micro perspective: Different levels of graded indicators capture both the "form" and "essence" of practice activity outcomes. This allows for standardized assessments of aspects such as the organization of volunteer activities, behavioral changes, and the social benefits of the activities. Long-term evaluation processes focus on aspects such as appropriateness, satisfaction, social impact, sustainability, and evaluation of the practice participants. Short-term evaluations, in contrast, are project-specific, such as assessments of "Three Countryside Campaign" activities or "voluntary blood donation" services. These typically involve written summaries and reviews of team professionalization, practical outcomes, and existing issues at the project's conclusion, though the evaluation systems are relatively incomplete.

3.1.2. Professional development evaluation centered on social practice

The keyword co-occurrence map also highlights frequent co-occurrence of terms such as "elderly care services," "internship bases," "university-enterprise cooperation," and "interest alignment" in studies focusing on professional expansion evaluations. Social practice venues are not limited to communities or schools, and the content of activities is not static. Social practice evaluation systems tend to emphasize the assessment of students' professional competencies. Existing research incorporates elements such as professional skills acquired through social practice activities, school and social environments, curriculum and base support, practical outcomes, and media coverage [4]. In recent years, multi-party evaluation systems based on collaboration between government, society, and schools have garnered increased attention. These systems also consider factors such as university students' innovation and entrepreneurship abilities, teamwork skills, problem-solving capabilities, and psychological resilience.

3.2. International keyword co-occurrence analysis

Using CiteSpace software to analyze international literature through keywords, a time interval of one year was set, and the threshold was configured as TOP = 50. This generated a co-occurrence map of international keywords, revealing 354 nodes (N = 354) and 642 connections (E = 642). By combining keyword frequency and betweenness centrality, several major co-occurrence clusters emerged, dominated by keywords such as "service learning," "education," "care," and "attitudes." These clusters exhibit significant interconnections and can be divided into two main themes: professionalized evaluation centered on higher education and reflective evaluation focused on student attitudes.

3.2.1. Professional evaluation centered on higher education

The co-occurrence map of international keywords indicates that the primary subjects of social practice evaluation are university students, with the evaluation content designed around their academic disciplines. In 2008, the introduction of the Serve America Act institutionalized service learning, integrating it into U.S. higher education through extracurricular activities and academic courses. Consequently, the social practice evaluation systems in international higher education institutions are predominantly discipline-specific, with medicine leading, followed by engineering and the arts.

In the evaluation of medical students' practice, assessors are mostly faculty members, aiming to evaluate collaboration between the medical profession and the community, as well as program design. This helps educators identify students' professionalism, teamwork, leadership, and communication skills. Some studies also focus on students' self-assessments. For instance, McMenamin conducted qualitative interviews with medical students about their experiences in community service learning, summarizing aspects such as knowledge transformation, skill development, teamwork abilities, and professional growth [5]. In engineering, the focus is often on students' sense of achievement. Lathem *et al.* studied changes in students' perceptions of engineers' social responsibilities and technical knowledge, as well as their satisfaction with curriculum reforms [6].

3.2.2. Reflective evaluation centered on student attitudes

Based on the co-occurrence of keywords like "attitude" and "student" in the international keyword map, it is evident that considerable emphasis is placed on students' self-evaluation in social practices. John Dewey's advocacy of "reflective thinking" highlights the importance of seeking conclusions and resolving doubts through reflection, which holds significant value in service learning. When reflective thinking is integrated throughout the service learning process, students enhance their participation experiences, improve critical

thinking skills, and better understand social phenomena. Schmidt described students' critical reflections during service learning and provided suggestions for evaluating these experiences [7]. Additionally, Jia emphasized the crucial role of student reflection in service learning, noting that self-reflection enables students to prepare for upcoming projects and improve the content of service learning [8].

The international social practice evaluation system improves practice quality and student engagement by encouraging self-reflection and critique. This approach aligns more closely with students' needs, suggesting that building a social practice evaluation system focused on students' self-gains, assessments, and critiques could offer valuable lessons for domestic education.

4. Analysis of the evolution path of the social practice evaluation system

A visual analysis of the timeline of high-frequency keywords can clearly reveal the evolution trajectory of the themes within the social practice evaluation system, both domestically and internationally, as shown in **Figure 3**.
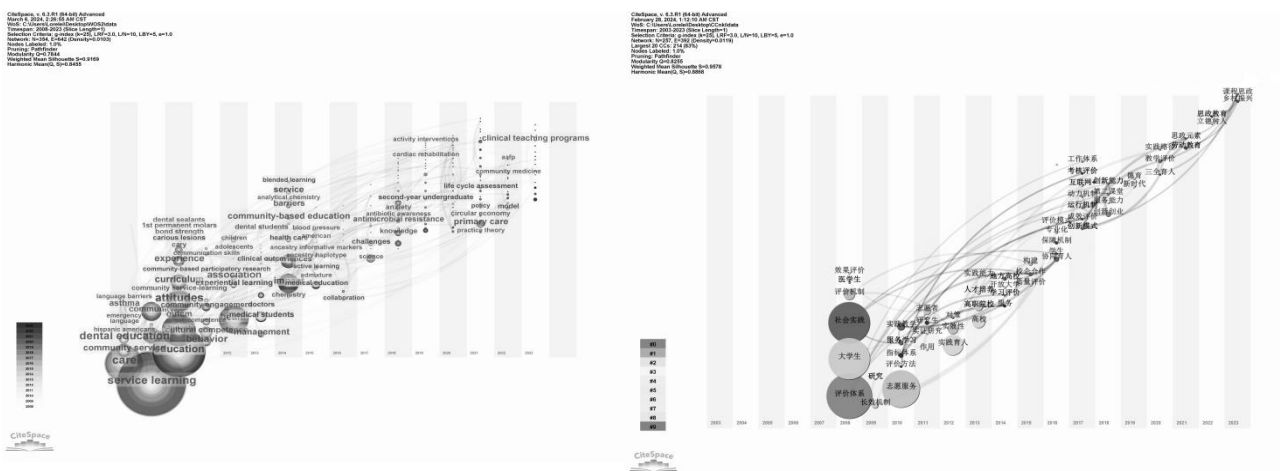

Figure 3. Comparison of keyword time zone maps for domestic and international social practice evaluation systems

4.1. Domestic keyword time zone map

Analyzing the time zone map reveals that keywords such as "practical education," "talent cultivation," "moral education," and "virtue-based education" are closely aligned with the national educational policies of the respective periods, reflecting certain characteristics of the times and policy orientations. Keywords like "university students," "postgraduate students," "local universities," and "open universities" highlight changes in evaluation subjects. Additionally, the shift in keywords from "practical ability" to "innovative ability" and "service ability" reflects the evolving national requirements for educational outcomes. Based on the specific content, this study identifies two main evolutionary trajectories, described as follows.

4.1.1. Policy-oriented domestic evaluation mechanisms and gradually improved evaluation systems

The strategy of strengthening the nation through talent development has provided policy impetus and ideological guidance for the construction of the domestic social practice mechanism. In 2005, the All-China Youth Federation issued the Opinions on Further Strengthening and Improving University Students' Social Practice, which called for the development of reasonable assessment methods and incentive mechanisms, as

well as the regular recognition of outstanding collectives and individuals. However, such evaluation systems primarily focused on overall practice performance, with indicators leaning toward utilitarianism and lacking dimensions related to students' personal growth and development.

With the launch of the innovation capacity improvement plans in universities, scholars began to integrate national, corporate, and university perspectives to construct social practice evaluation systems for educational outcomes. These systems assessed students' adaptability to corporate culture, initiative, and professional skills within evaluation decision frameworks [9]. At this stage, the evaluation system was primarily driven by enterprise needs, using the practical benefits students brought to organizations as key assessment indicators. The goal was to enhance university-industry collaboration and promote graduate employability. Since the Ministry of Education emphasized ideological and political education in courses and labor education, the social practice evaluation system has further incorporated the mainstream ideology of a socialist state, Marxist theory, and the Party and state's principles, policies, and guidelines. The aim is to guide students toward establishing a correct worldview, outlook on life, and value system.

In recent years, as China's rural revitalization strategy has gradually matured, ideological and political elements have been integrated into the practice evaluation system. Indicators such as the integration of innovation and entrepreneurship with professional studies, disciplinary cross-compatibility, and the alignment of academic disciplines with local industries have been included. This aims to enhance university students' awareness of rural revitalization. It is evident that the indicators within university evaluation systems exhibit a strong policy orientation, aligning educational activities with the needs of the times to cultivate highly qualified, capable, and application-oriented successors for the socialist cause.

4.1.2. Broad coverage of domestic evaluation entities with attention needed on subjective perception

The Ministry of Education mandates that social practice teaching must encompass all students. Consequently, the scope of research on social practice evaluation systems has expanded, as reflected in keywords such as "undergraduate students," "postgraduate students," "universities," and "vocational colleges."

From keywords like "effectiveness evaluation," "service capacity," and "assessment evaluation," it is evident that the focus of social practice evaluation is on practical outcomes, with limited attention to students' subjective experiences and sense of benefit. Currently, social practice is often tied to students' qualifications for awards, recognition, or party membership, which boosts participation and enthusiasm. However, in the long term, this approach may provoke resistance among students. Student satisfaction is a critical evaluation metric. Scholar suggests that practice evaluations should be student-centered [10]. Related research [11] has surveyed student satisfaction but lacks insights into students' cognitive, emotional, and attitudinal processes during practice, as well as their sense of gain. This indicates that the practice mechanism has yet to form a well-functioning feedback loop, leading to fixed content and monotonous forms of activities. Such rigidity hinders flexible improvements aligned with students' ideas, ultimately deviating from the "student-centered" educational philosophy and the goal of fostering students' comprehensive development.

4.2. International keyword time zone map

Analyzing the time zone map reveals that keywords like "service learning," "care," "community service," and "program" appeared earlier, reflecting two evolutionary trends in evaluation systems, as explained below.

4.2.1. Effectiveness-based international evaluation mechanisms with diverse evaluation methods

As early as the 1990s, international research on volunteer service evaluation systems began, encompassing assessments of volunteer motivation, service performance, and service quality. Most evaluation mechanisms for social practice focus on evaluating the service-learning process, employing a variety of tools.

Myers-Lipton utilized the Civic Responsibility Scale to assess university students' social efficacy, social concern, personal responsibility, sense of competence, and performance evaluation, aiming to explore whether service-learning enhances students' moral cognition [12]. Botelho *et al.* developed an evaluation tool for assessing the effects of service-learning in STEM courses at California State University. This tool includes eight components: "Reflection," "Value Concern," "Community Collaboration," "Addressing Community Needs," "Academic Content," "Communication with the Community," "Service-Learning Preparation," and "Learning Objectives" [13]. Additionally, the National Service-Learning Clearinghouse in the United States developed tools specifically for evaluating service-learning in higher education [14]. In qualitative research, Gibboney employed grounded theory to describe the interactive experiences of service-learning participants, identifying three themes: promoting personal growth, impacting the lives of service recipients, and influencing community service programs [15]. These studies reveal that international evaluation systems are multilayered, emphasizing the effectiveness of activities and their impact on students' development.

Japan and the Republic of Korea began research on social practice evaluation earlier than China. Since 1998, the Republic of Korea has incorporated volunteer service into academic credits, while Japan has integrated social contribution activities into school education, turning schools into collaborative hubs for community volunteer activities. Korean researchers found that social practice enhances students' sense of social responsibility [16]. Similar to Western countries, early evaluations of social practice in Japan and the Republic of Korea also focused on the impact on students' civic morals and practical outcomes.

4.2.2. Shifting of international evaluation towards systematic approaches with increasingly in-depth content

Keywords such as "blended learning" and "model" reflect the growing systemic and standardized development of social practice evaluation internationally. In 1995, Schneider *et al.* identified issues such as unengaging themes and lack of student participation in service-learning [17]. In 2002, Yamauchi *et al.* pointed out that the content of service-learning practices varies greatly, the quality of projects is contested, and the generalizability of evaluation mechanisms is limited [18]. Subsequently, some evaluations abandoned single approaches, shifting toward constructing systematic evaluation models tailored to different disciplines to provide an integrated view of participants' implementation, reflection, and assessment of service-learning.

Stewart developed a service-learning evaluation scale for agricultural studies, laying a foundation for evaluations in the field [19]. In dental service-learning, various evaluation strategies have emerged, including online guidelines and the CCPH Handbook. The University of North Texas developed the ADAPT Evaluation Tool for assessing service-learning in pharmacy, covering content such as pre-implementation preparation, planning, student experiences, and supervisor satisfaction [20]. Additionally, the SLQAT Scale is suitable for all types of service-learning courses and student groups [21]. These studies integrate evaluation frameworks, highlighting their completeness and systematic nature. In terms of evaluation content, from "care" in 2008 to "health care" in 2014 and "primary care" in 2021, the evaluation of social practice in nursing has become increasingly refined, aligning with the overall development of the discipline and the key focus areas in health.

In recent years, international evaluations of social practice have become closely aligned with specific

disciplines, with increasingly refined mechanisms and evaluation systems.

4.3. Keyword timeline mapping

By analyzing and comparing the clustered keywords in timeline maps from both domestic and international studies, two key themes emerge: theoretical foundation research and value evaluation research, as shown in **Figure 4**.
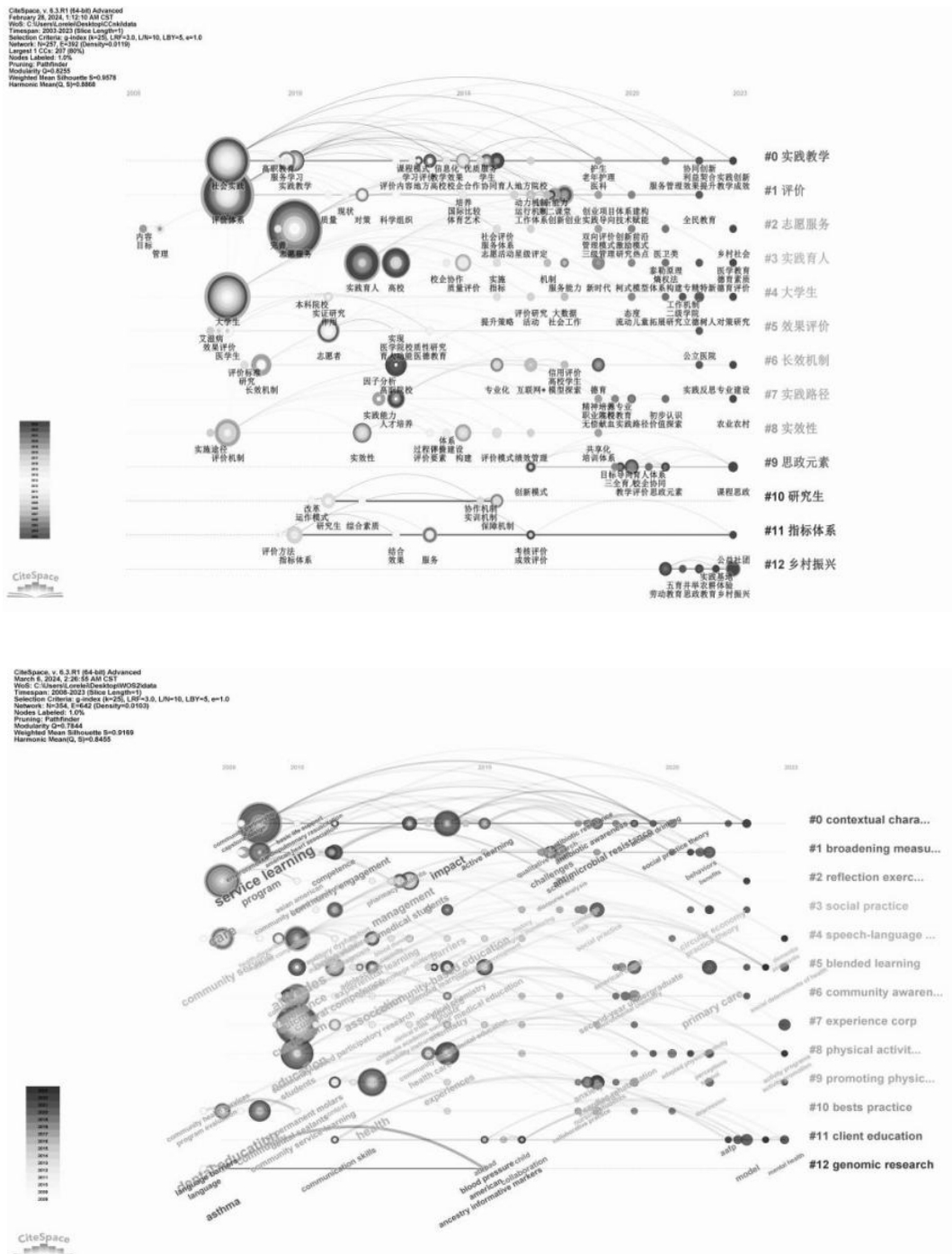

Figure 4. Comparison of timeline maps of keywords in domestic and international social practice evaluation systems

4.3.1. Theoretical foundation research

Internationally, theoretical models have been used earlier to explore teaching quality in schools, as reflected by the keyword "theory" in the timeline map. In 1967, American scholar Stufflebeam proposed the CIPP model, which includes four components: context evaluation, input evaluation, process evaluation, and product evaluation. This theory was first applied in the field of education, such as evaluating service-learning outcomes in medical programs and social internship plans. After Dongtai Wu introduced this theory to China in 2002, the CIPP model began to be widely applied in teaching evaluation, corporate management, and social practice evaluation systems [22]. Domestic research primarily uses the four-step framework of this model to construct social practice evaluation systems, emphasizing the comprehensiveness of such systems.

The domestic timeline map mentions the "entropy weight method," a concept derived from rough set theory, which was proposed by the Polish scholar Pawlak in 1982. This theory addresses uncertain and incomplete knowledge [23]. While internationally it has been applied to fields like artificial intelligence and cognitive science, in China, it is primarily used in the humanities and social sciences. The theory is employed to calculate weights for items in social practice evaluation systems where the importance cannot be precisely estimated, thereby identifying the most critical areas for evaluation and improving the overall evaluation framework.

Additionally, in 1983, American psychologist Howard proposed the theory of multiple intelligences, which has also been applied to social practice evaluation research. This theory emphasizes the development and cultivation of intelligence through acquired learning [24]. Drawing on this theory, Yin [25] pointed out that social practice evaluation systems should include diverse, dynamic, and unique evaluation content, integrating self-assessment by students to promote diversity in evaluation themes, comprehensiveness in content, and multidimensional evaluation standards.

It is evident that international theoretical foundations are well-established and diverse. Chinese scholars leverage these mature international theories to support social practice evaluation systems, applying them in innovative ways across various fields. This approach maximizes the effectiveness of these systems in evaluations.

4.3.2. Value evaluation research

Internationally, the focus of value evaluation in social practice emphasizes both the societal value of practice activities and their value for individual student development.

In terms of societal value, it is recognized that "civic responsibility is the hallmark of service learning." Evaluations of social practice abroad emphasize students' levels of social engagement, with a focus on the public and social nature of practice content. This serves as a means to assess university students' civic awareness and contributes to enhancing their sense of social justice. As early as 2010, Ottenritter from the American Association of Community Colleges evaluated the role of service learning in fostering socially just behaviors among students. The findings demonstrated that service learning significantly contributes to the cultivation of students' civic consciousness and societal impact [26].

In terms of individual value, it is also recognized that "education is the driving force that inspires students to try, think, persevere, and improve." With the shift in higher education towards a "student-centered" approach, research has increasingly focused on students' gains and personal growth from practice activities. By analyzing keywords from timeline clustering studies, such as "reflection exercise," "speech-language," "blended learning," "promoting physical," and "competence," the theme of "students' personal capability development" emerges. In the social practice evaluation system, assessments of students' individual capabilities primarily

include active learning, professionalism, communication, teamwork, critical thinking, and cultural competence. Notably, research on professionalism, communication, cultural awareness, and reflection appeared between 2010 and 2015, while research on active learning and teamwork emerged between 2015 and 2020. International research on social practice evaluation has extensively focused on promoting individual growth and enhancing students' overall abilities, aiming to foster self-growth and development. Masterson *et al.* argued that social practice helps students improve competence, enhance autonomy, and develop understanding, abstract thinking, and problem-solving skills [27].

In contrast, the value evaluation system for social practice in China primarily emphasizes societal value. While many studies highlight the evaluation of comprehensive abilities, the ultimate goal is to cultivate students' sense of social responsibility, which aligns with the socialist system in China. Additionally, the promotion of social practice evaluation in Chinese universities is driven by societal demands and new policy initiatives, ensuring that talent cultivation aligns with national development needs. The 20th National Congress of the Communist Party of China explicitly emphasized the importance of "comprehensively improving the quality of independent talent cultivation" as a cornerstone for supporting national strategies. As universities serve as critical intersections of "the primary resource of talent, the primary productivity of science and technology, the primary driving force of innovation, and the primary soft power of culture," they bear the responsibility of cultivating innovative talent independently in this era. Therefore, the content and evaluation system of social practice in Chinese universities often integrate current political themes, focusing on ideological and political literacy and societal value. The timeline clustering of themes such as "rural revitalization" and "ideological and political elements" reflects this focus.

5. Conclusion and outlook

Through a comprehensive analysis of literature on current social practice evaluation systems, including publication volume, keywords, and other aspects, as well as a comparative examination of research status, hotspots, and development trends at home and abroad, the following conclusions and outlook are drawn.

5.1. Conclusion

Firstly, in terms of the overall mechanism, international university practice mechanisms typically consist of "government financial support + public promotion and supervision + curriculum arrangement + teacher and student training + funding application and management + university-industry collaboration + outcome evaluation + social public welfare fund guarantees." In contrast, domestic practice mechanisms mainly comprise "ideological cognition cultivation + curriculum design + practice module planning + funding application and management + assessment and evaluation system + guidance and feedback mechanisms." Notably, public promotion, supervision, and fund guarantees are relatively lacking in China's social practice mechanisms. Domestic social practice support is insufficient, and government attention is limited to "point-to-point" focus. In terms of evaluation systems, international practices rely on evaluations from students, teachers, enterprises, and even the public, achieving comprehensive coverage. However, domestic evaluations are mostly conducted from the perspective of practice activity managers, resulting in a more singular approach. The social practice evaluation system is a crucial component for measuring the outcomes of practice, and there is significant room for improvement in domestic evaluation systems and practice mechanisms.

Secondly, regarding evaluation methods, international social practice evaluation systems tend to adopt

qualitative research paradigms, which deeply explore participants' value perceptions. Quantitative tools are diverse and have transitioned toward systematization and general applicability. Furthermore, international theoretical foundations are robust and largely validated. In comparison, domestic universities tend to develop social practice evaluation systems based on policy contexts, practical conditions, and individual experience, with limited efforts to construct comprehensive evaluation tools. Universal evaluation scales have not yet emerged. Additionally, some qualitative research interview outlines display directional bias, making it difficult to uncover participants' genuine thoughts. This suggests that domestic research paradigms and methods require further refinement.

Thirdly, in terms of evaluation content, international social practice evaluations primarily focus on students, emphasizing their civic awareness, professional achievements, skill enhancement, and personal development. In contrast, domestic evaluations prioritize ideological and political values, activity effectiveness, and practical outcomes, often neglecting students' self-reflection and satisfaction with the practice. As key participants in social practice, students are best positioned to identify shortcomings in the practice and evaluate their own performance. This highlights the need for domestic evaluation content to align more closely with students' personal development.

5.2. Outlook

Firstly, it is necessary to improve the overall mechanism. To begin with, greater attention should be directed by various departments toward social practice activities in higher education institutions. Governments, universities, medical institutions, enterprises, and communities should collaborate to organize large-scale social practice activities, establishing a prominent brand for domestic university practice programs. Additionally, mechanisms for support, funding provision, and public supervision should be further refined. Furthermore, research paradigms should be expanded in evaluating social practice activities at domestic universities. Moreover, individual student evaluations should be emphasized by understanding their opinions and satisfaction with the arrangement of practice activities. The evaluation content should be tailored to focus on students' personal development, thereby promoting personalized practice education. Lastly, modern information technologies, such as artificial intelligence, should be utilized to evaluate the entire process of social practice, promote resource sharing, and drive iterative upgrades in evaluation concepts and methods. This will ensure continuous optimization of the overall social practice mechanism.

Secondly, the evaluation system should be implemented. Most domestic studies focus on constructing systems but rarely apply them, resulting in limited practical outcomes. In contrast, international approaches often utilize existing tools for evaluation, enabling timely activity reviews and problem-solving. Research indicates [28] that the construction of practice-based educational bases in China faces shortcomings. Facilities and equipment necessary for student practice activities are often neglected, leading to difficulties in smoothly conducting practice activities and significantly diminishing their educational impact. Therefore, universities should expedite the improvement of closed-loop management in social practice evaluation, implement feedback mechanisms, and enhance the quality of social practice activities. This will contribute to nurturing more high-caliber talent who are "thoughtful, principled, knowledgeable, and responsible" for the nation.

Funding

Disclosure statement

The authors declare no conflict of interest.

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