Analysis on the Evaluation of Labor Education in Higher Vocational Colleges Based on OBE Teaching Concept

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The assessment and evaluation of labor education in higher vocational colleges is an effective tool to ensure the quality of education and the goal of education. Starting from the connotation, extension, and goal of labor education in higher vocational colleges, this paper emphasizes the necessity of developing labor education in higher vocational colleges. Combined with the Outcomes Based Education (OBE) teaching concept, this paper analyzes the assessment and evaluation of labor education from three aspects: the evaluation concept, evaluation method, and each link of labor education. The assessment and evaluation system of labor education in higher vocational colleges is preliminarily discussed. Guided by the Marxist view of labor, the diversified evaluation methods are built on the platform of school enterprise cooperation, and the comprehensive evaluation links are used to comprehensively improve the labor literacy of students.

Keywords: OBE teaching concept, labor education, assessment and evaluation

Based on the content of labor education and labor quality, the dictionary of education defines labor education as “education in labor, production, technology and labor quality, which aims to enhance students’ correct labor concept, labor attitude and labor habits, and enable students to acquire basic knowledge and skills of industrial and agricultural production” (Guangming Daily, 2019). In order to form an effective assessment and evaluation mechanism and further improve the labor education system, based on the Outcomes Based Education (OBE) teaching concept, this paper discusses how to carry out assessment and evaluation around the goal of labor education in higher vocational colleges.

The Goal of Labor Education in Higher Vocational Colleges

Assessment and evaluation is the touchstone to test whether the objectives of labor education have been achieved. Through systematic information collation and analysis, it can make value judgments on the process and results of completed labor education activities, and provide strong support for further optimizing labor education methods and improving the quality of labor education. Higher vocational colleges are an important position for the growth of high-quality technical workers and shoulder the functional mission of cultivating high-end technical talents. Therefore, for higher vocational colleges, how to accurately position the goal of labor education is related to the training quality of labor education. Generally speaking, the objectives of labor education in higher vocational colleges can be roughly divided into the following three aspects.

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Establish a Correct Marxist View of Labor

General Secretary Xi Jinping emphasized that “labor is the most glorious, the most noble, the greatest, and the most beautiful”, and he proposed that “socialism should be accomplished by hands, so does the new era”. This is the inheritance and development of the Marxist concept of labor. Only by establishing the Marxist concept of labor can students in higher vocational colleges know who labor is for, what it is, and how to practice it. Therefore, when carrying out labor education for students, we must make sure students establish a correct Marxist labor view.

Possess Solid Professional Technical Skills

China is in a critical period of transformation from a big manufacturing country to a powerful manufacturing country. The national vocational education reform implementation plan issued by the State Council has included the construction of highly skilled talents in the overall deployment of the strategy of building a strong country, made efforts to cultivate hundreds of millions of high-quality workers and technical talents and promote the glorious labor, valuable skills, and created a great trend of the times (Xinhua News Agency, 2019). In higher vocational colleges, the cultivation of professional and technical skills is an important way to give play to labor education. Students’ mastery of skills is an important evaluation standard for the achievement of labor education goals.

Comprehensively Improve Students’ Overall Labor Quality

Labor education in the new era cannot be equated with labor technology training. We must adhere to labor education as a breakthrough in the overall reform and comprehensively improve the overall labor quality of students. All college students will enter the society and get a job, so in their life, they should have basic self-care ability, which is the premise and foundation for the development of other labor qualities; in the future work, they should be serious and responsible, united and cooperative, indifferent to fame and fortune, willing to contribute, brave to take responsibility, willing to serve others, with a healthy and positive labor mentality; college students should be good at learning the spirit of model workers, the spirit of labor, and the spirit of craftsmen, so that they can better stand and develop in the future society.

Evaluation of Labor Education in Higher Vocational Colleges

In 1981, Spady, an American scholar, made an in-depth study of OBE in his book *Outcomes Based Education: Disputes and Answers*, and put forward the OBE concept of “accurately focusing and organizing the education system to ensure that students can obtain the experience of substantive success in their future life” (1981). The important characteristics of socialist labor education with Chinese characteristics are “building virtue through labor, increasing wisdom through labor, strengthening the body through labor, cultivating beauty through labor, and innovating through labor”. It can be seen that labor education is the central part of education. However, according to our investigation, the evaluation system for labor education of teachers in higher vocational colleges is not clear enough. Based on this, we try to standardize the evaluation of labor education in higher vocational colleges on the basis of OBE concept, improve the labor education system, and ensure the quality of labor education.

Guided by the Marxist Concept of Labor, We Should Establish an Objective and Fair Evaluation Concept

The core of OBE is based on the training results, which requires teachers to be clear about what kind of people they ultimately want their students to be. Based on that, they should set up curriculum system, arrange
teaching plans, and formulate assessment and evaluation schemes based on the training results, so as to ensure that both teachers and students have clear goals and directions. First of all, to do well in labor education in higher vocational colleges in the new era, we must stand firm in the direction of talent training and consolidate the guiding position of Marxist labor concept. Specifically, during the political lessons, it is necessary to focus on explicit labor education, and teach a series of labor education laws, regulations, labor systems, etc., in China to teach students to work honestly and legally, and only through labor can they realize their self-value and give them decent future development; teachers should also pay attention to the hidden education on labor in professional courses, fully tap the educational function of ideological and political education in the course, focus on the demonstration of labor technical skills in the teaching process, guide students to love labor, be diligent and dedicated, and let students feel that labor is the most glorious, the most noble, the greatest, and the most beautiful. Secondly, an objective and fair evaluation and incentive mechanism is very important for labor education in both ideological and political courses and professional courses. According to the survey, more than 70% of the teachers can integrate the education of Marxist labor concept, labor safety, and labor laws and regulations into their own teaching in combination with their professional characteristics. Only 6.9% of the teachers say that they cannot be good enough when carrying out the education of Marxist labor concept in their teaching.

Based on this, when teachers conduct labor education assessment and evaluation in the course, they should not only evaluate students by test scores, but more by the teaching process. And the evaluation concept oriented by the Marxist labor concept will run through the entire teaching process, strengthen the evaluation of the teaching process, focus on teaching students according to their aptitude, be good at discovering the good parts of students and listening to students, make targeted evaluations for each student, and timely feedback the evaluation results to students to help students achieve the expected effect of labor education.

**Implement Diversified Evaluation Methods to Improve Students’ Labor Skills**

Under the guidance of traditional teaching ideas, curriculum evaluation is basically conducted by teachers to evaluate students’ learning according to their own knowledge level and cognitive ability, also mixed with some personal emotional factors, which is easy to cause the evaluation results to be not objective. OBE teaching idea is an educational process based on the realization of students’ specific output, regarded as an innovation of the educational model. Its teaching idea will inevitably bring some new impacts and challenges to the traditional educational model.

For the assessment and evaluation of the professional labor skills of students in higher vocational colleges, teachers should adopt a diversified approach, use school-enterprise cooperation as a model, and hire experts from industry enterprises to participate in labor classrooms, so as to truly realize the integration of talent training and industry enterprises and cultivate technical and technical talents that society really needs. Taking the core course “Engineering Drawing” from the major of Construction Engineering Cost in Jiangxi Modern Vocational and Technical College as an example, in order to better achieve the teaching objectives and highlight the cultivation of students’ labor skills, teachers evaluate the semester evaluation in the way of “half theory, half practice”; specifically: during the daily teaching process, the theoretical teaching is interspersed with practical part, and technical skill experts from industrial enterprises are invited to the school for skill training; the third-party evaluation mechanism is adopted to assess the labor skills of students, and the “separation of teaching and examination” is implemented. The practical assessment is organized and
implemented by the college. The technical director of enterprises and experts of industrial enterprises are employed as the third-party judges, which are operated by students on site and evaluated and scored on site. At the same time, in order to stimulate students’ labor enthusiasm and improve students’ professional skills, teachers combine curriculum assessment with skill competitions, often organize students to actively prepare for competitions and study skills, and participate in various skill competitions at all levels in the province and the country. The school has formed a good atmosphere of “promote learning and teach through competitions”. The data show that more than 80% of the students said that the school would organize and carry out activities such as labor skills and labor achievements display, labor competition, and require comprehensive and objective records of the labor process and results inside and outside the class. This is also the same as the above-mentioned teachers’ diversified ways to truly improve students’ labor literacy.

**Accurate Evaluation Based on OBE Concept to Comprehensively Improve Students’ Labor Literacy**

The OBE teaching concept emphasizes cooperative learning and collaboration between teams, which is also the requirement of the current entrepreneurial spirit. At present, the knowledge and learning ability of students in higher vocational colleges are uneven. Skill teaching is not carried out well according to the differences of students. But in the training mode of higher vocational colleges, professional teaching is the main carrier of labor education. However, labor education is not limited to professional teaching, especially for higher vocational colleges, where the learning of their professional skills occupies a very important position. How to enable students to establish a correct Marxist labor concept in the rich and colorful university life, develop good labor habits, realize self-worth in labor, and comprehensively improve their labor literacy requires every one of us to seriously think about in our professional course teaching and daily activities. According to the data, nearly 80% of the teachers said that the school would issue labor practice instruction manuals to teachers who practice labor education, and clarify the requirements of labor education such as teaching objectives, activity design, tool use, assessment and evaluation, and safety protection. According to data analysis, only 30% of the teachers will formulate personalized assessment grades according to the individual differences of each student when carrying out the labor education activity courses, and conduct assessment in a timely manner, so as to accurately grasp the learning status of students and correct the teaching in a timely manner.

Therefore, in order to form a more active and effective labor literacy evaluation and incentive mechanism, teachers should establish a comprehensive assessment and evaluation part based on the OBE teaching concept. To allow every student to participate in various labor education activities, we encourage students to continue to improve on the original basis, and comprehensively improve labor skills and literacy. In the process of activities, teachers should make detailed process records of students’ labor performance in activities, and include them in the comprehensive quality assessment, which will be an important basis for students’ evaluation.

**Conclusion**

Higher vocational colleges are the main institutes for the cultivation of technical and technical talents in my country. Strong labor skills and literacy are the objective requirements of the current society for labor technical and technical talents. Therefore, higher vocational colleges should pay more attention to labor education, constantly enrich the connotation and extension of labor education, constantly innovate the talent
training mode of vocational colleges in the new era, and guide students to form correct labor values guided by Marxist labor concept; it is hoped that the development of diversified labor skills evaluation methods based on the cooperation between schools and enterprises, as well as the all-round evaluation links to comprehensively improve students’ labor literacy, will be beneficial to the further deepening of labor education in higher vocational colleges in the future.

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