

# Modular Design and Implementation Path of Labor Education Practice Projects for College Students under the Framework of 'Five-Education Integration'

Yu Yu

Shandong University of Science and Technology, Jinan 250031, China

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**Abstract:** Holistic education through Moral, Intellectual, Physical, Aesthetic and Labor Development is the core requirement of the socialist education system with Chinese characteristics in the new era, and labor education practice projects, as the key vehicle for universities to implement labor education, urgently need to break through the dilemma of singularity and fragmentation, achieving deep integration with the four educations of moral, intellectual, physical, and aesthetic education. Based on the connotation of "integration of the five educations," this paper analyzes the necessity of integrating labor education practice projects for college students with the four educations, identifies current issues such as "isolated educational domains," "fragmented modules," and "ambiguous pathways," and subsequently designs an integrated module system of "moral education leading - intellectual education empowering - physical education strengthening - aesthetic education permeating - labor education consolidating." It also proposes an implementation path of "building collaborative mechanisms - integrating resources - optimizing evaluations," providing theoretical references and practical solutions for universities to create high-quality labor education practice projects.

**Keywords:** Five-Aspect Education Integration, Labor Education for College Students, Practical Projects, Modular Design, Implementation Path.

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## 1. Introduction

The "Opinions on Comprehensively Strengthening Labor Education in Primary, Secondary, and Higher Education in the New Era" issued by the CPC Central Committee and the State Council in 2020 explicitly states that labor education should "integrate with moral, intellectual, physical, and aesthetic education to promote students' all-round development [1]." The Ministry of Education's "Guidelines for Labor Education in Primary, Secondary, and Higher Education (Trial)" further emphasizes that labor education practices should "focus on uncovering elements of moral, intellectual, physical, and aesthetic education within labor education." However, current labor education programs in some universities still face issues such as "overemphasis on skill training at the expense of value guidance" and "formalistic implementation without educational integration." Some programs focus solely on physical labor while neglecting professional knowledge integration (lacking intellectual education); others fail to cultivate work ethic and responsibility awareness (lacking moral education); and some overlook physical exercise and aesthetic experiences during labor processes (lacking physical and aesthetic education). These shortcomings hinder labor education from fulfilling its comprehensive educational functions of "cultivating virtue through labor, enhancing intelligence through labor, strengthening the body through labor, and nurturing aesthetics through labor."

The "Five-Education Integration" is not merely a simple combination of the five educational aspects, but rather a cohesive system where labor education serves as the connecting thread. It integrates the objectives and content of moral, intellectual, physical, and aesthetic education into the entire process of labor practice, creating an educational ecosystem where "you are in me and I am in you [2]." Building on this foundation, this paper adopts a modular

design approach to systematically incorporate the four educational elements into labor education practice projects. This creates an operational and replicable implementation pathway that not only responds to the policy of "promoting all five educations in parallel," but also addresses the practical challenges in labor education practice for college students today.

## 2. The Necessity of Integrating "Five-Education Integration" with Labor Education Practice Projects for College Students

### 2.1. The Inevitable Requirement of Implementing the Policy of "Five Educations in Parallel"

The "Five-Education Integration" principle forms the cornerstone of modern educational policy, with labor education serving as the vital bridge connecting its four pillars-. Through practical engagement, students demonstrate moral development through responsibility, intellectual growth through applying professional knowledge, physical development through manual skills, and aesthetic cultivation through creative work. When labor education programs neglect these educational dimensions, the integration becomes mere lip service. For example, university initiatives like rural revitalization research projects fail to achieve their goals if they only require questionnaire completion (labor education) without guiding students to analyze social issues behind survey data (moral education) or apply theoretical frameworks to explore rural development strategies (intellectual education). Only by systematically integrating all four educational elements into labor practices can we transform the "Five-Education Integration" concept into

concrete actions.

## **2.2. The Practical Need to Solve the Dilemma of Labor Education Practice Project Singularity**

Most universities currently face three core issues in labor education programs: content monotony (primarily campus cleaning and community service), goal oversimplification (measured by labor hours), and method rigidity (collective organization-dominated). This oversimplification results in low student engagement and limited educational outcomes. The modular design under the "Five-Education Integration" framework enriches practical content through diverse modules. For instance, the "Intellectual Empowerment" module combines professional training [3] (robotics assembly for STEM majors, cultural product development for humanities majors), while the "Aesthetic Immersion" module incorporates artistic creation (labor scene photography, craft design). This approach transforms labor practices from mere physical exertion to comprehensive education, effectively overcoming the limitations of oversimplified models [3].

## **2.3. The Internal Demand to Meet the Needs of The Comprehensive Development of College Students**

Contemporary college students must not only master practical skills but also cultivate four essential competencies: social responsibility (moral education), innovative thinking (intellectual education), physical fitness (physical education), and aesthetic appreciation (aesthetic education). Labor education programs, serving as vital platforms for students to engage with society and develop capabilities, should integrate multiple educational objectives. For instance, the "Community Elderly Care Services" project enables students to: develop a sense of responsibility through caregiving (moral education), apply nursing knowledge to solve real-world problems (intellectual education), strengthen physical health through hands-on service (physical education), and enhance aesthetic awareness by decorating elderly care environments (aesthetic education). This integrated approach comprehensively addresses students' developmental needs, helping them grow into "holistically developed socialist builders and successors with moral integrity, intellectual growth, physical fitness, aesthetic appreciation, and labor skills."

## **3. Existing Problems of Labor Education Practice Projects for College Students under the Perspective of "Five-Education Integration"**

### **3.1. Educational Isolation: The Disconnect Between the Four Educational Elements and Labor Practice**

Some universities' labor education programs fail to integrate the four educational dimensions, resulting in a "self-contained labor cycle." Take the "Campus Farm Cultivation" initiative as an example: it merely requires students to perform physical tasks like sowing, watering, and harvesting, without incorporating moral education on "food conservation," intellectual education about "plant growth

cycles," physical education through "fieldwork and exercise," or aesthetic education regarding "crop arrangement and visual design." This "labor-for-labor" approach reduces labor education to mere "task-based activities," failing to achieve comprehensive educational value and severely deviating from the requirements of "integrating the five educational dimensions."

### **3.2. Dispersed Modules: Lack of Systematic Design of Practical Projects**

Current labor education programs in Chinese universities often operate in a fragmented manner. Some are organized by student affairs offices for community service, others by academic departments integrated with professional internships, while some are implemented by Youth League committees through volunteer initiatives. However, these departments lack coordination, and the projects show no logical connection. For instance, a university conducted three consecutive practical activities within a semester: "campus cleanup," "corporate visits," and "public welfare sales." Yet without establishing a modular system from the perspective of "five-education integration," students fail to develop a coherent understanding of labor education. The "campus cleanup" lacks intellectual and aesthetic education, the "corporate visits" lack moral and physical education, while the "public welfare sales" lack physical and intellectual education. Ultimately, this results in an inability to achieve systematic integration of the four educations with labor education.

### **3.3. Ambiguous Path: Lack of Operational Plan for Integrated Implementation**

While some universities recognize the importance of integrating the "Five Educations" (moral, intellectual, physical, aesthetic, and labor), their implementation remains challenging due to unclear pathways. Three key issues hinder progress: First, educators struggle to identify effective integration points - such as how to incorporate aesthetic education into STEM practical projects. Second, underdeveloped coordination mechanisms between academic departments, student affairs offices, youth leagues, and external partners like enterprises and communities result in fragmented resource allocation [4]. Third, the absence of a comprehensive evaluation system that encompasses all five dimensions leads to assessments focusing solely on labor hours and report quality, while neglecting the effectiveness of moral, physical, and aesthetic education components.

## **4. Modular Design of Labor Education Practice Projects for College Students under the "Five-Education Integration" Framework**

In alignment with the "Five Educations Integration" framework and the holistic development needs of college students, while incorporating practical characteristics of labor education in higher education institutions, we have designed five core modules. Each module is built upon labor education as its foundation, integrating 1-2 key elements from other educational domains while maintaining cross-domain integration, thus forming a modular system characterized by "one core with multiple integrations".

#### **4.1. Module 1: Labor Practice for Moral Development (Core Educational Domain: Moral Education)**

Module objective: Cultivate students' social responsibility, integrity and dedication through labor practice.

Practice content:

Community service initiatives: Students participate in practical activities such as "research on renovating old residential areas," "companionship for left-behind children," and "support for empty-nest elders," thereby strengthening their sense of social responsibility through hands-on labor.

Volunteer initiatives: Organizing activities like "eco-friendly tree-planting campaigns", "charitable sales for educational support", and "library volunteer services" to inspire students to practice the spirit of dedication.

Professional ethics: Through industry internships, integrate 'craftsmanship' and 'honest labor' education into corporate practices (for example, business students participating in financial internships emphasize 'data authenticity', while engineering students engaged in production emphasize 'quality responsibility').

Integrated design: Students are required to write a 'Labor Reflection Report' (Intellectual Education: Writing Skills) in community service, engage in physical tasks (Physical Education: Exercise) during community service, and pay attention to the cleanliness and aesthetics of the work environment (Aesthetic Education: Environmental Aesthetics) during vocational practice.

#### **4.2. Module 2: Labor Practice for Intellectual Enhancement (Core Educational Domain: Intellectual Development)**

Module objective: Deepen the application of professional knowledge through labor practice, and cultivate innovative thinking and problem solving ability.

Practice content:

Professional training: science and engineering majors carry out "robot assembly and debugging" and "agricultural products testing and processing" practice, liberal arts majors carry out "cultural and creative product design and development" and "rural tourism planning" practice, so as to transform classroom theory into labor results;

Innovation and research category: Through the 'College Student Innovation and Entrepreneurship Training Program', students are organized to undertake projects such as 'tool improvement' and 'low-carbon labor model research', using scientific research to enhance intellectual development.

Competitive disciplines: Engage in events like the "Comprehensive Engineering Skills Competition for College Students" and the "National College Student Innovation and Entrepreneurship Competition" (labor-themed entries), using competitions to drive the integration of labor and intellectual education.

Integrated design: the rule awareness of "safe labor" is emphasized in professional training (moral education), the reasonable arrangement of experimental operation time is arranged in scientific research labor (physical education), and the aesthetic expression is emphasized in the design of competition works (aesthetic education).

#### **4.3. Module 3: Labor Practice for Physical Development (Core Educational Domain: Physical Education)**

Module objective: To enhance students' physical fitness through physical labor and cultivate the will quality of hard work and perseverance.

Practice content:

Outdoor physical activities: Engage in practices like "Library Environment Maintenance and Organization", "Hiking for Rural Revitalization Research", and "Outdoor Public Tree Planting" to enhance physical fitness through prolonged physical labor.

Physical skill development: Organize "Labor Skills Competitions" (e.g., "Campus First Aid Skills Challenge" and "Handicraft Weaving Speed Competition") to enhance physical coordination through skill training.

Military training category: Integrating freshmen's military training with activities like 'camphouse tidying' and 'field survival tasks' (e.g., tent setup and water source scouting), combining military drills with practical labor education.

Integrated design: Embedding environmental protection education into outdoor labor, guiding students to refine operational techniques in skills competitions (intellectual education), and emphasizing aesthetic standards of tidiness and beauty in military barracks organization (aesthetic education).

#### **4.4. Module 4: Labor Practice with Aesthetic Education Infiltration (Core Education Domain: Aesthetic Education)**

Module Objective: Cultivate students' aesthetic perception and creative ability through labor practice, and enhance their aesthetic literacy.

Practice content:

Labor Aesthetics Creative Category: Organize practical activities including 'Labor Scene Photography Exhibition', 'Handmade Art Creation' (such as pottery and paper-cutting), and 'Campus Labor Environment Design' (including dormitory beautification and campus corner renovation).

Traditional craft inheritance: Organize students to learn "intangible cultural heritage skills" (such as embroidery, wood carving, traditional brewing), and feel the aesthetic value of labor in the inheritance of skills;

Natural aesthetic education: carry out "campus plant landscape maintenance" and "rural natural aesthetic education research", guiding students to discover the beauty of nature and labor in labor.

Integrated design: Emphasizing the moral education requirement of "original integrity" in aesthetic creation, studying the historical and cultural background of skills in traditional craft learning (intellectual education), and arranging moderate physical labor (physical education) in natural care.

#### **4.5. Module 5: Foundational Labor Practice (Core Educational Domain: Labor Education)**

Module objectives: consolidate the foundation of labor skills, establish the concept that "labor is the most glorious, the most noble, the greatest and the most beautiful".

Practice content:

Basic labor tasks: Participate in practical activities like

"daily campus cleaning", "dormitory tidying", and "canteen kitchen assistance" to develop essential life skills.

Production labor category: Collaborate with enterprises to conduct "Industrial Production Line Practice" and "Plant Observation and Cultivation" to understand production processes.

Service labor category: Participate in "office volunteer services" and "laboratory equipment maintenance" to enhance service labor capabilities.

Integrated design: Cultivate the moral quality of "seriousness and responsibility" in basic labor, learn the principles of production technology (intellectual education) in production labor, and maintain good posture and mental outlook (physical education and aesthetic education) in service labor.

## **5. Implementation Path of Labor Education Practice Project for College Students Under the Perspective of "Five Educations Integration"**

### **5.1. Establish a 'multi-Stakeholder Collaboration' Organizational Framework to Break Down Barriers Between Educational Domains and Departments**

Campus Collaboration: A "Labor Education Practice Leadership Group" has been established under the leadership of school administrators, with participation from the Academic Affairs Office, Student Affairs Office, Youth League Committee, School of Marxism, Professional Colleges, and the Schools of Physical Education and Arts. The Academic Affairs Office coordinates module-specific and discipline-based teaching, the Student Affairs Office oversees the integration of moral education and labor education, the Youth League Committee organizes practical activities, while the Schools of Physical Education and Arts provide guidance in physical and aesthetic education respectively. For example, in the "Rural Revitalization Practice" project, teachers from the School of Marxism guide moral education, agricultural faculty provide intellectual guidance, physical education instructors design labor plans, and art faculty mentor the design of rural cultural landscapes, achieving cross-departmental collaboration.

Extracurricular Collaboration: Establish "Labor Education Practice Bases" with local governments, enterprises, communities, and intangible cultural heritage inheritors to implement supporting modules. Enterprises provide production labor scenarios (labor education foundation), communities offer service labor platforms (moral education guidance), and heritage inheritors teach traditional crafts (aesthetic education immersion). For example, Jinan universities could collaborate with the Jinan Municipal Bureau of Culture and Tourism to implement the "Spring Tour Check-in" project. The bureau provides resource data (intellectual education), while universities offer research scenarios (moral education), achieving integrated resource utilization across campus and community.

### **5.2. Innovate the "Theory-Practice-Reflection" Teaching Model to Enhance the Integration of The Five Educations**

Pre-class preparation: Theoretical groundwork and integration objectives. Before initiating practical projects, educators should explain the five-education integration goals and requirements through "Labor Education Theory Classes" and "Module Guided Learning Sessions". For example, prior to the "Intangible Cultural Heritage Embroidery Practice", art teachers highlight the aesthetic value (aesthetic education), history teachers introduce cultural context (intellectual education), and moral education teachers emphasize the responsibility of "cultural inheritance" (moral education), ensuring students participate with clear objectives.

In-class: Practical operations integrating five educational elements. By employing methods like "project-based learning" and "group collaboration," students are guided to explore integration points of the five educations through labor practices. For instance, in the "Campus Ecological Farm Practice," groups are divided into: "Planting Group" (labor education + intellectual education: applying planting knowledge), "Promotion Group" (aesthetic education + moral education: designing eco-friendly posters), and "Physical Fitness Group" (physical education + labor education: responsible for heavy manual labor). Each group achieves multi-education integration while completing tasks.

Post-class Reflection and Synthesis: Enhancing Integrated Learning Through Reflection. Students are required to write "Reflection Reports on the Integration of Five Educations through Labor," summarizing practical insights from moral, intellectual, physical, aesthetic, and labor education dimensions. Teachers deepen students' understanding through classroom sharing sessions and online feedback. For instance, in their "Community Service Reflection Report," students wrote: "While helping the elderly tidy their room (labor education), their gratitude taught me about responsibility (moral education). Optimizing organization methods improved efficiency (intellectual education). Two consecutive hours of labor strengthened physical stamina (physical education). Tidying up the messy room revealed the beauty of order (aesthetic education)." This clearly demonstrates the effectiveness of integrating the five educations.

### **5.3. Improve the "Five-Dimensional" Evaluation System to Ensure the Quality of Integrated Implementation**

The evaluation framework encompasses five educational dimensions: Moral Education (30%), Intellectual Education (25%), Physical Education (15%), Aesthetic Education (15%), and Labor Education (15%). Moral Education assesses responsibility awareness and integrity, Intellectual Education evaluates professional knowledge application, Physical Education focuses on physical exertion and skill enhancement, Aesthetic Education examines aesthetic perception and creativity, while Labor Education evaluates mastery of practical skills. For instance, in the assessment of "cultural and creative product development" practices, Moral Education examines "whether the product conveys positive energy," Intellectual Education checks "whether professional design knowledge is applied," Aesthetic Education evaluates "the product's aesthetic appeal," and Labor Education assesses "the proficiency of production techniques."

**Evaluation Framework: Interdepartmental Collaboration Approach:** A three-tiered system combines teacher assessments, peer evaluations, and field assessments. Subject-specific teachers evaluate intellectual, labor, and moral education; moral education teachers assess moral education; physical/arts teachers evaluate physical/arts education. Peer evaluations focus on collaborative performance across the five educational domains, while field assessments (e.g., enterprises, communities) evaluate work ethic and practical outcomes.

**Application of Evaluation Results:** Throughout the educational process, the evaluation outcomes should be incorporated into students' "Labor Education Credits" and "Comprehensive Quality Assessment", while being linked to awards, promotions, and career opportunities. This approach encourages students to prioritize the integration of the five educations. For instance, students with outstanding performance in the "Five-Education Integration Labor Practice Evaluation" could receive priority in scholarship selections, thereby motivating greater participation.

## 6. Conclusions and Outlook

The modular design and implementation of labor education practice projects for college students under the "Five-Education Integration" framework represents a concrete implementation of the "Five-Education Parallel Development" policy, while also marking the inevitable evolution of labor education from "single-focused" to "comprehensive" approaches. The "Five Major Modules"

proposed in this study break through the isolation of traditional education domains. The implementation path of "collaborative mechanism – teaching model – evaluation system" provides universities with actionable practical solutions. In the future, with the development of digital economy and artificial intelligence, further optimization of module content (such as adding a "digital labor practice" module to integrate intellectual and labor education) and innovative implementation paths (like utilizing virtual simulation technology for blended online-offline practice) will be essential. This will continuously deepen the integration of "Five-Education Integration" with labor education practices, providing stronger support for cultivating well-rounded new-era talents.

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