

Constructing a Social Service Model for College Students' Labor Practice in the "Second Classroom" Under the Background of Rural Revitalization

Cuilan Peng

College of Horticulture and Forestry, Tarim University, Alar 843300, China

Abstract: The national strategy for comprehensive rural revitalization in China presents a critical opportunity for higher education institutions to realign their educational missions with societal needs. The university "Second Classroom," an essential platform for practical and moral education, is endowed with significant new purpose in this context. This paper investigates the integration of college students' labor practice within the Second Classroom with the multifaceted demands of rural revitalization. It aims to construct a sustainable, replicable, and mutually beneficial social service model. The analysis begins by identifying persistent practical dilemmas in current university-led labor practices, including a misalignment of supply and demand, a lack of institutionalization, and a superficial evaluation system. The paper then elaborates on the theoretical rationale and practical necessity for a new, integrated model. Finally, a systematic "Four-in-One" model is proposed, detailing its construction across four interconnected dimensions: the target system, content and form, operational mechanism, and evaluation and feedback. This framework is designed to offer a theoretical reference and a practical paradigm for universities seeking to innovate labor education, enhance the efficacy of their social service contributions, and actively participate in the national rural revitalization endeavor.

Keywords: Rural Revitalization, Second Classroom, Labor Practice, Social Service Model, Educational Efficacy, University-Society Collaboration

1. Introduction

The "Opinions on Comprehensively Strengthening Labor Education in Schools of All Levels in the New Era" explicitly mandates that labor education must be a cornerstone of the socialist education system, emphasizing the need to organize students to "go into society" and engage in "extracurricular labor exercise" [1]. Concurrently, the rural revitalization strategy, which serves as the overarching framework for addressing issues related to agriculture, rural areas, and farmers in the new era, urgently requires an infusion of talent, intellectual capital, and cultural resources [2]. University students, a demographic brimming with vitality, knowledge, and a willingness to engage, represent a vital force in this national undertaking.

While the traditional "First Classroom" provides essential theoretical instruction, the "Second Classroom" offers a

complementary and crucial platform characterized by openness, practicality, and interactivity. It is within this space that students can translate knowledge into action and develop a deeper connection to societal challenges [3]. However, many labor practice activities organized by universities remain fragmented, superficial, and often disconnected from students' academic disciplines. They frequently resemble "sightseeing" trips rather than deep, impactful service-learning experiences, ultimately failing to maximize their potential social value or educational depth [4]. This disconnect not only limits the contribution of universities to national strategies but also represents a missed opportunity for cultivating applied, socially responsible talents.

Therefore, constructing a robust social service model that effectively bridges college students' labor practice with the precise needs of rural revitalization is not merely a passive response to policy but an imperative for deepening educational reform and enhancing talent development quality. Grounded in the practical experience of university student affairs and counseling, this study seeks to articulate a coherent path for developing such a model, ensuring that both educational objectives and rural development goals are served.

2. Practical Dilemmas: Current Challenges in Aligning Student Labor Practice with Social Service

Despite widespread recognition of its importance and numerous exploratory initiatives by universities, the integration of labor practice in the Second Classroom with rural revitalization faces several persistent and interconnected challenges.

2.1 Misalignment of Needs and Generalized Service Content

A fundamental issue lies in the disconnect between the services students offer and the actual, often complex, needs of rural communities. Many university-organized activities default to simplistic, generalized forms of labor, such as environmental clean-ups, tree planting, or occasional material donations. These activities, while well-intentioned, often stem from a top-down approach that does not involve thorough preliminary research into the specific developmental bottlenecks of a particular village or region. The nuanced requirements related to industrial upgrading, modern governance models, ecological conservation planning, or cultural heritage preservation are frequently overlooked [5]. Consequently, the specialized knowledge and innovative potential that students possess remain untapped. A student majoring in e-commerce is of little use if only asked to do manual farm work, rather than being tasked with helping to establish an online sales channel for local produce. This underutilization severely curtails the intellectual support and sustainable value creation that such practices could otherwise deliver.

2.2 Unsound Operational Mechanisms and Short-Term Practice Process

The temporal and structural organization of most labor practices presents another significant hurdle. Activities are predominantly concentrated during winter and summer vacation periods, following a pattern of "short-term concentration and long-term gaps." This episodic involvement lacks a normalized, long-term operational mechanism and is rarely supported by stable, officially sanctioned practice bases. The typical lifecycle of a project involves a brief period of activity followed by the compilation of a report and a final summary, after which the engagement ceases. This "one-off" model prevents the development of sustained, evolving service projects that can adapt to a community's changing needs. It becomes difficult to build trust with local residents, to understand the deeper context of challenges, or to implement solutions that require longitudinal effort and monitoring. As a result, the impact on rural revitalization remains superficial and transient, lacking the depth required to catalyze meaningful change.

2.3 Imperfect Evaluation System and Superficial Educational Effect

The current paradigm for evaluating the success of labor practice activities is disproportionately focused on process over outcome and internal metrics over external impact. Assessment relies heavily on subjective materials produced by the students themselves, primarily practice reports, activity logs, and personal reflection papers. While reflection is

a valuable educational tool, an over-reliance on it risks prioritizing narrative over tangible results. The evaluation system largely ignores multi-dimensional and scientifically rigorous assessment criteria that could measure genuine effectiveness [6]. Key questions often remain unanswered: What was the actual level of satisfaction among the service recipients (villagers, local officials, cooperatives)? What concrete, measurable outcomes did the project achieve? How much did the students' practical problem-solving abilities improve? Did the project lead to any lasting, positive change in the village? The absence of a feedback loop that incorporates these external and outcome-based metrics makes it impossible to accurately gauge the true educational or social value of the practice, thereby hindering continuous improvement and accountability.

3. Model Construction: A "Four-in-One" Social Service Model for Integrated Development

To systematically address the aforementioned dilemmas, we propose a comprehensive "Four-in-One" social service model. This framework is designed to be holistic, integrating four critical components: a clear target system, innovative content, a sustainable operational mechanism, and a robust evaluation system, all working in concert to achieve synergy between student development and rural service.

3.1 Defining the Target System: Achieving Two-Way Empowerment of "Education" and "Service"

The cornerstone of this model is the principle of "two-way empowerment," ensuring mutual benefit for both students and rural communities.

Empowering Student Growth: The primary educational aim is to move beyond simple labor experience. Through in-depth, challenging practice, students should temper their work ethic, cultivate a profound sense of social responsibility and national pride, and, most importantly, enhance crucial hard and soft skills. This includes practical, problem-solving capabilities applicable to complex real-world situations (hard skills) and competencies in teamwork, communication, and project management (soft skills).

Empowering Rural Development: The social service aim is to move beyond symbolic contribution. The model requires meticulously matching student teams—based on their disciplinary composition—with villages that have explicitly identified needs. The focus should be on providing tangible, feasible services aligned with the five key dimensions of rural revitalization: industry, talent, culture, ecology, and organization. The goal is to effectively transform the university's intellectual and human resources into endogenous drivers for sustainable rural development.

3.2. Innovating Content and Form: Promoting Deep Integration of "Labor" and "Major"

This model explicitly rejects the simplistic equation of labor practice with mere physical exertion. Instead, it advocates for a tiered, discipline-integrated approach to service content:

Skill-Based Service Labor: Students apply their specific technical knowledge. Those in agriculture, horticulture, or biology can assist in promoting modern agricultural techniques, soil testing, or crop disease prevention. Medical students can conduct basic health screenings, public health knowledge campaigns, and first-aid training. Education majors can develop and teach specialized curricula, support left-behind children, and train local teachers.

Creative Development Labor: Students contribute creative and strategic expertise. Art, design, and architecture students can participate in village landscape planning, rural tourism facility design, and packaging design for local products. Students in e-commerce, marketing, and business can help build online sales platforms, develop brand stories for agricultural products, and formulate marketing strategies.

Investigative Research Labor: Students undertake analytical projects to inform decision-making. Those specializing in sociology, public administration, economics, or law can conduct rigorous social surveys on topics like rural governance structures, the development of the collective economy, the welfare of left-behind populations, and the preservation of intangible cultural heritage. The resulting research reports can provide valuable data-driven insights for

local government policies and planning [7].

3.3 Improving Operational Mechanisms: Ensuring Sustainability from "Short-Term" to "Long-Term"

Sustainability is achieved through institutionalization and strategic partnerships:

Establishing a "University-Local-Enterprise" Collaboration Mechanism: Universities should proactively sign long-term, formal cooperation agreements with county/township governments, agricultural enterprises, and cooperatives. The joint establishment of "Labor Education and Social Practice Bases" ensures stable practice venues, authentic project demands, and necessary logistical support, moving away from ad-hoc arrangements.

Implementing a "Project-Based" Operation Mechanism: Rural needs should be packaged into concrete, well-defined projects with specific objectives and deliverables. Interdisciplinary student teams can then form to "bid" for, plan, and execute these projects. Each project should be guided by a "dual-tutor" system, pairing a university faculty advisor (providing theoretical and methodological guidance) with a local practice mentor from the community or enterprise (providing on-the-ground expertise and context).

Creating a "Normalized" Participation Mechanism: The model should combine short-term, intensive practices (e.g., summer and winter vacations) with regular, smaller-scale engagements during semester weekends. Furthermore, digital tools should be leveraged to maintain continuity. Teams can provide remote guidance, online marketing support, and data analysis between physical visits, effectively breaking time and space constraints and ensuring ongoing engagement.

3.4 Perfecting Evaluation and Feedback: Building a Closed Loop with "Internal" and "External" Cycles

A multi-stakeholder, multi-method evaluation system is crucial for measuring true impact and fostering improvement.

Internal Evaluation: This encompasses assessment within the university sphere, including student self-assessment (reflecting on personal growth), team peer review (evaluating collaboration and contribution), and instructor evaluation (assessing performance, effort, and the quality of outputs). The focus is on the process of learning and development.

External Evaluation: This is the critical innovation. It introduces the service recipients as primary evaluators. Satisfaction surveys and effectiveness assessments conducted with local governments, village committees, cooperative leaders, and residents measure the real-world benefits and positive changes attributable to the student project. This shifts the focus from activity to impact.

Establishing a Feedback Improvement Loop: The results from both internal and external evaluations must be systematically collected, analyzed, and fed back to all stakeholders—student teams, university departments, and local partners. This information is then used to refine and optimize the design and implementation of subsequent projects, creating a virtuous cycle of "Practice -> Evaluation -> Feedback -> Improvement" that drives continuous enhancement of the model's efficacy [8].

The operational logic and synergistic nature of this "Four-in-One" model can be conceptually represented by the following formula:

Overall Efficacy (E) = (Clear Objectives (O) + Rich Content (C) + Sound Mechanism (M)) × Effective Feedback (F)

In this formulation, Feedback (F) acts as a multiplier, underscoring that without a robust system for learning and adaptation, the potential of the other components cannot be fully realized.

Conclusion

In the grand endeavor of national rural revitalization, institutions of higher learning have a critical role to play and must not be absent. Constructing a sophisticated social service model rooted in labor practice within the "Second

Classroom" represents an effective pathway to organically unify national strategic objectives, the fundamental educational mission of universities, the holistic development of students, and the practical needs of rural communities. The "Four-in-One" model proposed in this paper emphasizes the necessity of a systematic reconstruction, moving from isolated activities to an integrated system encompassing objectives, content, mechanisms, and evaluation. Its purpose is to elevate college students' labor practice from a form of simple participation to a mode of deep service, and from a one-way contribution to a dynamic, two-way empowerment.

For university administrators and counselors, this necessitates a proactive shift in role—from passive organizers to active designers, promoters, and coordinators of meaningful experiential learning. It is incumbent upon us to create the structures and partnerships that will guide students to "seek hardship," to temper their skills and character in the vast landscape of rural China, and to apply their knowledge in the service of society. Through such deliberate and well-constructed models, students can truly write a chapter of youth worthy of the era with their labor, while universities collectively contribute their unique wisdom and strength to the comprehensive promotion of rural revitalization.

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