Exploring the Innovation of Moral Education Models under the Background of Digital Education

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Abstract: *The rapid development of digital education has brought tremendous changes to various aspects of education. As a moral education worker, we should actively explore the innovation of moral education models in the context of digital education, combined with the characteristics of the times, the actual situation of schools, and the collaborative education environment of families, schools, and communities, and explore the innovation of moral education models in the new era. This article mainly conducts innovative research on moral education models from three aspects: analyzing the current situation of moral education, enriching moral education carriers, and improving moral education evaluation.*

Keywords: *Digitalization of education, Moral education model, Exploration*

1. Introduction

In recent years, multiple scholars have conducted relevant research on this topic, such as Yang Wanyong's "Big Data Applications in School Education"[1],Zhao Jining's "Modern Technological Development and Innovation of Moral Education Models in Universities"[2],Chen Junmin's Research on the Construction of Moral Education in Middle Schools[3].The fundamental task of education is to cultivate virtue and talents. To implement this, we need to start with strengthening moral education management. Moral education management requires innovative models in order to achieve effective changes in educating and nurturing talents. Since entering the new era, as a moral education manager, it is an important way to realize the high-quality development of school education and an important topic that urgently needs to be paid attention to and explored carefully to promote the integration of digital education and moral education model innovation by learning to understand the Party's and the country's education policies, integrating the collective forces of family, school, society, government and the Internet, paying attention to the personality characteristics, psychological conditions, teacher-student relationship, family background and other factors of students, and combining the social status quo of developed networks and diversified values. The author focuses on analyzing the current situation of moral education, enriching moral education carriers, and improving moral education evaluation.

2. Analyze the Current Situation of Moral Education and Understand the Moral Education

Due to the prominent position of moral education work and the prominent characteristics of school moral education, many schools have strong inclusiveness and inclusiveness in their moral education work. Moral education integrates various complex internal and external factors such as research and study practice, family school integration, quality improvement, discipline and hygiene, rule of law education, sports and art, moral research, mental health, safety education, patriotism, student management, and moral education team construction. The core position of moral education in educating people has been strengthened and valued. However, it is worth noting that there is still significant room for exploration in the specific educational models, institutional norms, management skills, real-time feedback, and effectiveness evaluation of moral education.

2.1. Some Schools Lack Practical, Meticulous and Effective Moral Education Management Models and Institutional Norms

Li Yali: The article "The Current Situation and Breakthrough Path of Moral Education Construction in County Middle Schools from the Perspective of High Quality Development" mentions issues such as

the current status of moral education.[4] With the progress of the times and the changes in academic situation, the education authorities at all levels of the Party and the state have successively formulated multiple programmatic moral education policies, clarifying the framework and tasks for cultivating morality and educating people in various aspects, such as:

Various policies include the "Regulations on the Work of Class Teachers in Primary and Secondary Schools," "Opinions of the Ministry of Education on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People," "Rules for Primary and Secondary School Students," "Guiding Opinions on Preventing and Controlling Bullying and Violence among Primary and Secondary School Students," "Notice on Strengthening Mobile Phone Management for Primary and Secondary School Students," "Guidelines for Moral Education in Primary and Secondary Schools," "Disciplinary Rules for Primary and Secondary School Education (Trial)," Implementation Plan for Deepening the Reform of Education Evaluation in the New Era, "Special Action Plan for Comprehensively Strengthening and Improving the Mental Health Work of Students in the New Era (2023-2025)," and "Implementation Plan for the Henan Province Primary and Secondary School Moral Education Innovation and Development Project (2023-2027). The above policy documents have scientifically interpreted and analyzed the management content and educational model of moral education in a more detailed manner.

Li Meng, Zhang Wei, and Zhu Yahui mentioned high school moral education in the digital era in their book "The Care of Value Rationality: The Transformation and Response Strategies of High School Moral Education in the Digital Era".[5]Some schools have not conducted in-depth interpretation and systematic analysis of policy documents, lacking practical, meticulous and effective moral education management models and institutional norms. Moral education management has a large scale and is extensive, with many varieties but few highlights, more systems but less details, more rigidity but less flexibility, and more regulations but less communication. Moral education should closely integrate and deeply understand the educational policies and guidelines of the Party and the state. The moral education models and management norms of different stages and schools need to be scientifically formulated according to the actual situation, document requirements, and characteristics of student development stages, in order to promote the physical and mental development of students. The emphasis of moral education in the basic education stage and the higher education stage is not the same, and the educational focus in primary, middle, and high schools in the basic education stage is also not the same. Therefore, on the premise of adhering to the fundamental task of cultivating morality and nurturing students, we should combine the educational goals of the school, the age characteristics of students, and other factors to develop targeted moral education systems that are suitable for the development of the school and the growth of students. The content can include detailed institutional provisions such as campus norms, daily management, reward and punishment mechanisms, safety management, major violations, laws and regulations, and moral education characteristic courses.

2.2. The Quantitative and Evaluation Models of moral Education Lack Timeliness

Moral education is a massive project that permeates people's hearts, and it is also an important manifestation of a person's inner qualities externalizing into civilized etiquette. For a long time, the quantitative model of moral education has been too single, and some schools and regions have stagnated, still staying at simple stages such as inspection, deduction, notification, and criticism, which cannot play a good role in educating people. Due to the lack of a scientific quantitative model and some issues with the integration of family and school in recent years, the quantification of moral education has presented various drawbacks, especially in the primary stage of basic education and some vocational colleges. The key phenomenon is that the quantitative inspection mechanism for moral education has not yet formed a scientific virtuous cycle. For example, the inspection personnel are mainly students, the deduction mechanism is cumbersome, there are too few bonus incentive projects, there is insufficient public guidance, there is a human gap, and the quantitative model of moral education lacks timeliness.

The main problems of the moral education evaluation model are: there is a long time lag in some moral education publicity feedback, which is not conducive to the further guidance and optimization of the class and family, fails to identify and correct some bad tendencies in a timely manner, fails to give positive affirmation to the positive wind direction of good performance, fails to give full play to the role of moral education commendation conference, fails to implement the evaluation models such as moral education civilized class and moral education exemplary individual in detail, so that errors cannot be corrected in a timely manner, outstanding cannot be publicized in a positive way, the moral education evaluation model lacks timeliness, and the moral education feedback mechanism is not

sound.

In addition, the quantification of moral education lacks a professional platform system. In the basic education stage, the second classroom of Qingjiao (anti drug education), safety education platform, legal publicity system, quality assessment system, morning check system (health education and daily attendance), sports and aesthetic education system, etc. are all professional evaluation systems. It is regrettable that the fundamental task of education is to cultivate moral character, but there is no systematic and professional system for quantifying and evaluating moral education. Due to the lack of a professional and unified moral education quantification and evaluation system, the management mode of moral education inspection, publicity, archives, materials, etc. can only rely on text, photos, and the internet for display, and cannot be systematically retained, failing to form a personal moral education file for students. The lack of timely feedback in the quantification and evaluation of moral education may also be related to the fact that the various management aspects of moral education belong to multiple departments of the education system.

2.3. The Positive Motivation and Long-term Infiltration Function of Moral Education Has Not Been Effectively Exerted

The student management in some schools is still stuck in the past and extensive mode, failing to keep up with the progress of the times and continuously enrich. How to leverage the positive motivation and long-term infiltration function of moral education is an important issue for internalizing moral education in schools. School is not only a place for nurturing students, but also a place for students to look up at the starry sky with their feet down. It is also a pure land that they first come into contact with in their life experiences and constantly reminisce about in their hearts.

In the management of moral education in schools, it may be found that some students have negative phenomena that need to be corrected. However, with the continuous development of the times, society, national quality, economic livelihood, and family education, the personal qualities of students are also constantly improving. Compared to the past, the phenomenon of frequent problems has been greatly reduced. The real issue to consider in moral education is to make positive incentives mainstream, fully leverage the long-term infiltration effect of moral education, let excellent examples enter the heart and mind, and let the flowers of civilization bloom.

With the continuous progress of students with the development of the times and society, parents are constantly learning with the growth of age and experience. The educational function of schools should also be combined with the long-term goals of national takeoff and national rejuvenation, fully considering the specific requirements of students' personal and career guidance. Under the premise of implementing the Party's education policy, fully discovering the strengths and characteristics of students, playing a positive incentive and long-term infiltration function, avoiding the rigid and outdated incentive measures and infiltration models of moral education.

3. Enrich Moral Education Carriers and Promote Innovation in Moral Education Models

3.1. Scientifically Formulate and Improve the Quantitative Assessment Rules and Innovative Curriculum Plans for Moral Education In Schools

For a long time, the moral education work of many schools has been in the role of "firefighters" handling trivial matters, lacking more scientific quantitative assessment rules and innovative curriculum plans for moral education. Moral education managers and students do not have familiar moral education rules and characteristic courses. Some schools blindly pursue a comprehensive and comprehensive moral education management model, summarizing various materials such as student rules, behavioral norms, and disciplinary requirements into a manual. The biggest advantage of this approach is its comprehensiveness and meticulousness, but the biggest drawback also lies in it. Being too simple and rough, or too complex and difficult to operate, is not the purpose and starting point of the quantitative assessment rules and innovative curriculum plans for moral education.

In his article "Exploration of High Quality Moral Education System Construction under the Background of Digital Transformation", Ye Fei mentioned the relevant issues of moral education system construction.[6] Since entering a new era, with the continuous improvement of the quality of basic education at various stages and the deepening of the integration of family, school, and society, most students have made significant changes in their knowledge, legal awareness, discipline awareness,

and ideological and moral character. Therefore, the moral education work in schools should also change from focusing on the bottom to promoting the middle, and then form a leading high-end moral education model.

Before the start of a new semester or academic year, especially if the moral education rules and regulations have not been modified or changed for many years, school moral education workers must prepare and effectively modify the quantitative assessment rules and innovative curriculum plans for moral education in their school in accordance with the requirements and plans of higher authorities on moral education, combined with the characteristics of the new era and the concept of moral education. The content can be from more to less, from large to small, from complex to simple, from criticism and punishment to reward and guidance, making the quantitative assessment rules and innovative curriculum plans for moral education easy to publicize, implement, and remember by teachers and students. It can also play a positive educational role in establishing and improving, leading positively, and turning spring into rain.

3.2. The Moral Education Work for The New Academic Year Should Be Carefully Planned

Compared to teaching, moral education has the characteristic of being difficult to measure with various exam scores. Because of this, the moral education work of some schools during their academic years is in a rough and wasteful mode, only staying at the stage of handling daily affairs and emergency situations, without forming semester and annual moral education work plans, let alone discussing the formulation and implementation of academic year moral education plans and academic stage moral education goals.

As the saying goes, everything is established in advance, and if not anticipated, it is abandoned. Entering a new stage of learning, as a moral education manager, it is necessary to develop a moral education work plan in advance for this academic year. Following past practices and combining with new era changes, effective thinking should be carried out on key points such as student management, safety discipline, moral education activities, and team building. It is also necessary to provide notification, analysis, and publicity at the school administrative meeting, class teacher meeting, new student enrollment association, and student cadre meeting at the beginning of the academic year.

Wang Wenquan and Zhang Rong: The Value Orientation and Practice Path of School Moral Education Evaluation under the High Quality Development Concept mentions the value of moral education evaluation.[7] Moral education work needs to have freshness and persistence, and fully carrying out various moral education activities is an important manifestation of effectively changing a single moral education model. By planning large-scale moral education management activities such as the Class Teacher Basic Skills Competition (March), Class Teacher Festival (May), Class Teacher Training (July), Class Teacher Forum (October), Theme Class Meeting Open Class (November), and Famous Class Teacher Studio Construction (Moral Education Research) in advance, it is conducive to forming a hierarchical model of moral education team construction. According to the schedule, it is also necessary to plan in advance various moral education activities that students are willing to participate in and effective in, such as the opening ceremony (at the beginning of the school year), the Lei Feng learning activity month (March), the patriotic health month (April), the legal publicity month (April), our festivals (Qingming Festival, Dragon Boat Festival, Mid Autumn Festival, etc.), graduation ceremony (at the end of the semester), national defense education (August), compliance and discipline propaganda week (October), the National Constitution propaganda month (December), and the New Year's Day welcome activity (January). Through the planned moral education preparation mentioned above, the school's moral education management level will be orderly and effectively changed, creating a rich and vibrant moral education atmosphere, and thus forming a distinctive moral education brand.

3.3. Conduct Publicity and Training On Quantitative Assessment of Moral Education in Advance

The innovation of the mode of moral education carrier is an important link, which is to promote the scientifically formulated quantitative assessment rules for school moral education and the innovative curriculum plan for moral education characteristics to the minds of every teacher and student. Promote and guide teachers and students to internalize the various regulations and incentive measures of moral education. Through new student enrollment, national defense education, rule of law education, themed class meetings, dormitory head meetings, class cadre meetings, class teacher meetings, and flag raising speeches, let every teacher and student have a deep understanding of the quantification and characteristic courses of moral education.

Before the start of each academic year, communicate, discuss, and design new quantitative statistical tables for moral education in advance. Combining the construction of digital smart campuses in the new era with innovative moral education concepts, it can be named "Innovative Moral Education in Smart Campuses". The content includes class, indoor hygiene, daily discipline, morning checklist system, dormitory management, moral education courses, etc. After each project, design a score column, and finally design a summary column.

Organize training and guidance for students, teachers, and other staff in moral education management and course evaluation, understand and clarify the scoring requirements of various rules, and avoid inaccurate interpretation and inconsistent rewards and punishments in the future. New technologies can be utilized to design an online document mini program for moral education quantification. It should be sent once a week, publicly displayed once a day, calculated once a week, summarized once a month, and evaluated once per academic year.

4. Improve Moral Education Evaluation and Achieve Innovation in Moral Education Models

4.1. Publish Online Forms Every Monday and Publish Daily for Public Notice

According to the system regulations, moral education promotion, and overall planning at the beginning of the school year, refine the moral education activities for each day. Referring to the deeply rooted quantitative assessment rules for moral education and the innovative curriculum plan for moral education characteristics, check, register, report and evaluate the daily behavior of students and class management.

Every Monday, according to the overall design of the early stage, use WPS to open and edit online, and then share, anyone can edit, add the background of the mini program, and choose to send it. The mini program will be forwarded to the class teacher group, moral education work group, student union group, dormitory management group, school clinic, sports group, administrative leadership group, and all teachers group. Add another paragraph:

What week - what day of the month - what day warm reminder:

Quantification of Moral Education: According to the requirements of the "Detailed Rules for Quantitative Assessment of Moral Education" and the "Innovative Curriculum Plan for Moral Education Characteristics", conduct inspections, registration, filling out, summarizing, and evaluating.

Three Comprehensive Education: It is necessary to adhere to the fundamental task of cultivating students with moral character, and implement education strategies from six dimensions: curriculum education, cultural education, activity education, practical education, management education, and collaborative education. It is important to implement full staff education, full process education, and all-round education to achieve education and talent cultivation.

Special Reminder: We welcome a new week and work together to ensure the physical and mental health of our class and students.

Due to extensive promotion, every teacher and student on campus, daily inspection teachers, and student union classmates are very familiar with the school's moral education model, and every teacher and student is a practitioner and supervisor of moral education norms. The daily inspections and online reporting of on duty leaders, middle-level on duty personnel, moral education teachers, and student union on duty students are the main focus. Considering the time difference between online and on-site inspections, the online form will be printed on a large scale and distributed to specific personnel before the start of the academic year. During the inspection, the situation can be registered on paper, and the online form will be completed immediately after the inspection, which is also convenient for post reference and strives for accuracy.

How to convert daily inspection and content results into the fastest and most timely feedback is another key link in the innovation of moral education models. The school should arrange for teachers who are overall responsible for quantitative evaluation of moral education, and publicly disclose the results of online filling on that day every day, with an additional paragraph:

The screenshot of the content for checking and filling out the "Smart Campus Innovation and Moral Education" is as follows: You can also choose to view it online: click on the top right corner of the group, select → search chat records → mini program → view online. If you have any questions, please communicate with the relevant duty teacher.

The biggest benefit of this move is that it has completely changed the problems of poor timeliness and outdated moral education evaluation models in the past. It can quickly provide feedback on good deeds, major events, and daily problems that have occurred in the school to the responsible persons of all parties, which is conducive to praising excellence and motivating progress, identifying loopholes and filling gaps as soon as possible.

4.2. Conduct Monthly Evaluation and Assessment to select Advanced Models

Download the "Smart Campus Innovation Moral Education" spreadsheet from Excel every week, use mathematical formulas to calculate the relevant scores based on daily moral education records, and then summarize them on a weekly basis. Finally, summarize them on a monthly basis to achieve a clear moral education evaluation model with clear daily, weekly, and monthly results. This is conducive to forming a comprehensive personal moral education growth file, class moral education management file, and school moral education development file, which is more conducive to looking back at problems and moving forward towards goals.

Based on the monthly moral education statistics, the selection of advanced moral education students, dormitories, classes, and teachers will be carried out, and corresponding honor certificates and mobile red flags will be issued. The effective transformation of moral education time statistics into moral education time evaluation will play a positive role in guiding and motivating advanced leaders.

At the same time, based on the statistical analysis of the moral education content from the previous week, the hot issues of moral education management from the previous week can be reported at the flag raising ceremony, class teacher meeting, and student cadres meeting in the next week. By utilizing various data and content, vertical analysis and horizontal management can be carried out to maximize the guidance and innovation of moral education models.

4.3. Summarize and Evaluate Each Academic Year to Improve Moral Education Records

Through daily, weekly, and monthly quantitative statistics and related evaluations of moral education in the early stage, a complete set of moral education examples and files has been formed. In order to maximize the educational effect of moral education, it is necessary to conduct a comprehensive evaluation of moral education at the end of the school year and improve various moral education files.

4.3.1. Student Moral Education Evaluation and Personal Files

Students can write their own moral education growth records based on the various activities they participated in in this academic year, quantified points, notification records, and recognition received, and plan and analyze their development in the next academic year.

4.3.2. Class Moral Education Evaluation and Class Archives

Based on class management records, student moral education quantification, and overall class scores, the class teacher carefully and meticulously organizes class moral education, clarifies the key points, hotspots, and difficulties of class moral education management, and forms a personal moral education growth file for the class teacher. Based on various moral education data and statistical analysis, commend students for their excellence and showcase their advanced skills.

4.3.3. School Moral Education Evaluation and School Archives

School moral education managers, based on the education policies of the Party and the state, follow the overall moral education deployment of the superior school supervisory department, combine the school's moral education records, content, and statistics, refer to the moral education goals at the beginning of the school year, complete the school's annual moral education evaluation, and form a solid and effective moral education file for reference. Based on student moral education files, class moral education files, and school moral education files, develop a moral education development plan for the next academic year, and publicly commend outstanding students and classes, forming a series of innovative and quantitative evaluation models for moral education.

5. Conclusion

Zou Tailong and Liu Tianqi also mentioned the reverse effect of moral education evaluation in their article "The Era Turn and Reversal Mechanism of School Moral Education Evaluation Supported by

Big Data".[8]In summary, in the current era of booming digitalization in education, innovative research on moral education models in the new era should strictly implement the Party and the country's educational policies, with the goal of building an education strong country. From the perspective of promoting the spirit of educators, we need to integrate multiple forces from families, schools, and society, promote innovative wisdom in moral education management, pay attention to the comprehensive development of students' morality, intelligence, physical fitness, beauty, and labor, and shape a new generation with high aspirations for physical and mental health. In the specific innovation of moral education models, efforts should be made from improving the norms of moral education systems, enriching moral education carriers, and improving moral education evaluations, forming a good situation where everyone cares about moral education, participates in moral education, and emphasizes innovation. This lays the foundation for the lifelong development of students, injects vitality into social civilization and harmony, and cultivates talented individuals for national takeoff and national rejuvenation.

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