

Development of a Blended Teaching Module on Integrated Moral-Art Education to Promote the Improvement of College Students' Moral Level, Psychological Health, and Environmental Awareness

Jinzhang Leng^{1,2,*}, Nurfaradilla Mohamad Nasri¹, Khairul Azhar Jamaludin¹

¹Faculty of Education, Universiti Kebangsaan Malaysia, UKM Bangi, Selangor 43600, Malaysia

²School of Art, Anhui University of Finance & Economics, Bengbu 233030, Anhui, China

*Corresponding author: Email: P115711@siswa.ukm.edu.my

Abstract: Both social and ecological environments have a significant impact on the moral development of young students, and environmental protection moral awareness is increasingly becoming a part of social morality. Environmental awareness is a moral reflection of human beings on the negative effects of modern industrialization development; Social morality, psychological health and environmental awareness are important contents and goals of personality education for college students. In the face of the increasingly prominent moral decline and psychological health problems of young college students around the world, such as the frequent occurrence of violence, crime and suicide, it has become a common topic of global education reform and development. Emphasizing and strengthening the moral education and psychological health of young college students has become a common topic of global education reform and development. Similar social cases are still on the rise, reflecting a deviation from the correct moral outlook. These cases also show that the traditional, single theory indoctrination teaching method of moral education can no longer achieve the goal of moral education for college students. Moral education and psychological health education need more attractive and emotional teaching materials and methods. Art education can make up for the "requirements" of students. This is because art education includes a variety of vivid, visual, and infectious materials and methods, such as painting, music, and calligraphy. This study selected a class of 50 students as a sample to conduct pre - and post testing by effectiveness questionnaire. The questionnaires will be completed before the start and after the end of the courses respectively. This study used SPSS v 28.0 to analyse and collect data. It was found that the students who were taught using blended teaching module on integrated moral-art education had significantly higher scores than those who were not taught using the blended teaching module. They have significantly improved social and environmental moral literacy as well as psychological well-being. They learn to better protect the natural environment, respect others, care for society.

Keywords- moral education, art education, integrated moral-art education, blended teaching module, labor education, college students, environmental awareness, psychological health.

1. Introduction

Today's society is in a period of rapid development and transformation. Although the human economy has made significant progress, the ecological and social environments are facing many serious problems[1]. In terms of ecological environment, we are facing severe situations such as tight resource constraints, severe environmental pollution, and ecosystem degradation[2]. In terms of social environment, social issues are complex and intricate, college students' moral and psychological health has a serious decline, many vicious incidents occur in the college student group, such as violence, drug abuse, suicide, and college students brutally kill their parents and teachers because of small things and so on [3-7]. Qualified college students should not only have corresponding moral cultivation, but also have environmental protection awareness. These cases show that only through theoretical indoctrination can not fully meet the needs of moral education and psychological health education [8]. In order to

better achieve the educational purpose and improve the effectiveness of moral and psychological health education, we need to creatively use more infectious educational skills and techniques [9].

Art education can just make up for this, it has the teaching characteristics of vivid image and variety, which is a unique teaching advantage that other subjects do not have [10]. Art education conveys the content of art to the educated through vivid visual and auditory sensations. Art education can also spread moral education and psychological health content through painting, drama and other forms, so that the education method becomes diversified and students are more willing to accept.

Spiritual and cultural products, especially literary and artistic works, have always been a powerful weapon for moral education and psychological health education. Art works influence people's ideological concepts, value judgment and moral sentiments, and play an irreplaceable role in cultivating and promoting the moral concepts of college students and their psychological health. Art works have cognitive function, communication function, pleasure function, more aesthetic function, edification function, leading function, is an important carrier and communication medium of moral education and psychological health education[11]. The most important value of excellent works of art lies in the beauty of cultivating a civilized quality of all-round development of "perfect" people, and has a positive impact on moral education, environmental ethics and psychological health education.

2. Materials and Methods

2.1 General Information

A class of 50 students was randomly selected as the sample for this study. The students were from different grades, both male and female genders. The researcher conducts a comparative study in the form of pre and post test for the same group of students. Before the beginning of the course the researcher will fill out the test questionnaire for the class and tally the results. At the end of a cycle of the course, the researcher will have the same questionnaire filled out by 50 students to analyze the changes in the moral and psychological health levels of the students before and after.

2.2 Research Methods

This study will take five steps of ADDIE model for design and research. The ADDIE model generally consists of five phases of analysis, design, development, implementation, and Evaluation. In the last phase, Evaluation, the researcher will take a quantitative analysis approach to evaluate and validate the effectiveness of the developed blended teaching module in a summative form. The researcher will verify whether the use of blended teaching module on integrated moral-art education has a positive impact on the promotion of students' moral and psychological health, and whether it enhances students' satisfaction and acceptance.

2.3 DDR Methodology and the ADDRE Model

The Design and Development Research (DDR) method was used in this study because of its utility in testing theory and validating practicality. It establishes practical and theoretically sound solutions to many problems faced in the field of ISD.

The researchers combined the design and development research methodology (DDR) to divide the five steps of the ADDRE model into three main phases, which explain the development and evaluation of the integrated moral-art education teaching module.

This study used a design and development research (DDR) approach and incorporated the three main phases of the ADDIE model. The ADDIE model (analysis, design, development, implementation, and evaluation) is applicable to the instructional design and development of a curriculum. It also used to guide the design and development process of the blended teaching module on integrated moral-art education. The evaluation phase will be described in the final phase of the ADDIE model. Feedback from the effectiveness testing for the blended teaching module on integrated moral-art education to be implemented as a new pedagogical approach once it is

completed. Thus, the ADDIE model serves as a guideline for anyone who intends to develop their own instructional materials.

2.3.1 Design and development research methodology

Design and development research (DDR) are also known as developmental research or design research, and although the designations vary, it was first proposed as an extension of other educational research methods [12]. It is also used to designing and developing interventions, such as instructional strategies, aimed at solving complex educational problems. This research method is now widely used in curriculum development educational research. A combination of quantitative and qualitative methods was used in the research design and development. It has three phases and uses appropriate methods to achieve its objectives according to the characteristics of each phase. The first phase is the needs analysis phase, then the design and development phase, and finally the implementation and evaluation phase. At the end, the methodology of data collection and analysis in this research is described.

2.3.2 The ADDIE model

In recent years, many scholars have turned their attention to the ADDIE model for curriculum design. According to Brook, the ADDIE model has been widely used in instructional design and many new models have been developed from its fundamentals. The ADDIE Model is a generalized model used in the design and development process of instructional systems. The ADDIE model consists of five links: Analysis, Design, Development, Implementation and Evaluation, forming a closed-loop teaching model [13]. Each link is divided into several sub-links, in accordance with the order of "analysis - design - development - implementation - evaluation" constitutes a model, the five links are interlinked, inseparable. The five links all need to evaluate the effectiveness and feasibility of each [14]. The five links are shown in Figure 1.

In this research, the five links were divided into three different phases: the needs analysis phase, the design and development phase, and the implementation and evaluation phase. This ADDIE model has been widely used in educational research, and it is not only applicable to the development of teaching materials, but also can be used in the design and development of course instruction.

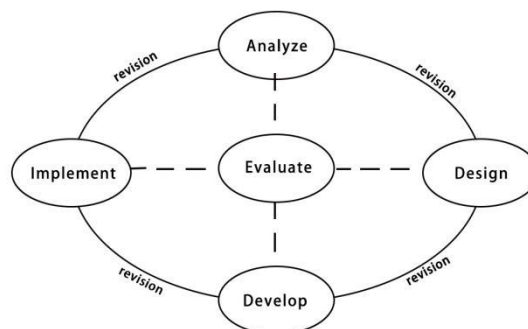


Figure 1. The ADDIE model

Source: Sameer Mosa Alnajdi. 2018

3. Procedures for Development of a Blended Teaching Module on Integrated Moral-Art Education

3.1 The Needs Analysis Phase

The first phase is the needs analysis phase. The first phase of the prototype development will provide background information on the participants, which include moral education learners from four different colleges with different majors. They come from teacher training universities, medical universities, financial universities and general universities, which is the only way to better reflect the needs of different students. They also come from different majors and different grades, which must include art students. Because art students have a deeper understanding

and are typically representative of art education. This phase of questionnaires and interviews will lay the groundwork for users to develop appropriate aggregated teaching models.

Meanwhile, in the analysis phase, the researcher identified some prerequisites of the users, such as their major, age, and gender. These details were important in the analysis phase to determine the learning styles, study habits, desired teaching methods and content of the university students. Needs analysis is very important, it is the basis for the other research phases.

This research focuses on the following three aspects of learner analysis, that are the analysis of learners' learning needs, learner characteristics, and learning content. The Whole Steps of Needs Analysis show Figure 2.

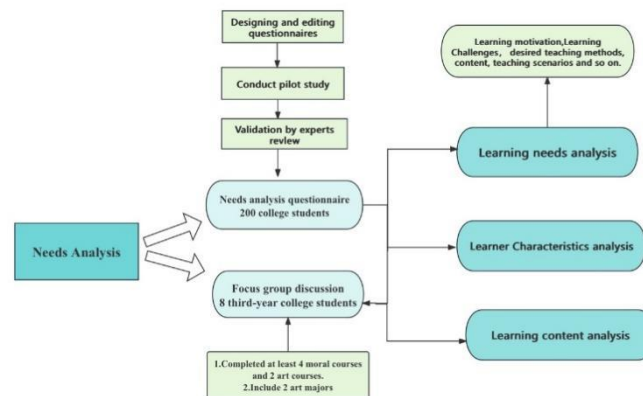


Figure 2. The whole steps of needs analysis

3.2 The Design and Development Phase

The second phase is the design and development phase. By analyzing the results of the previous stage, the teaching objectives, teaching contents, teaching methods and teaching process of the course are designed in this phase. After this phase, the prototype of the module has been finalised. Based on the premise of understanding students' learner characteristics, learning styles and basic knowledge levels, combined with the Taylor's Curriculum design model, we systematically plan and design the overall module based on the general rules of instructional design and the current situation of teaching, and then modify each small link. Taylor's Curriculum Model (see Figure 3) is the model underlying the module design for this study.

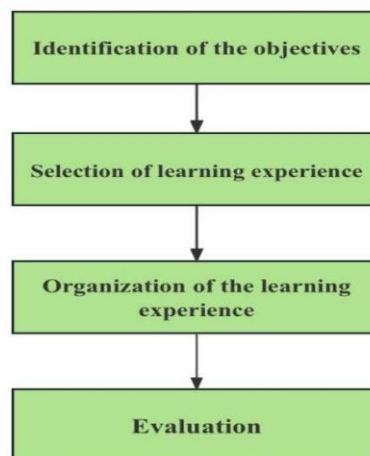


Figure 3. Tyler's curriculum model source: Tariq Mehmood Bhuttah, 2019

Learning theories and approaches that support the integrated moral-art education teaching model include synergistic theory, the theory of Curriculum planning model theory, constructivist learning theory, and instructional system design theory. The design and development phase were divided into 3 stages. The first phase was to design a prototype of the blended teaching module on integrated moral-art education by identifying the goals desired by the users. The next step is that the researcher will select an appropriate teaching model on integrated moral-art education. In this study, the researcher will choose the Taylor Curriculum Model as the base model for the development of the blended teaching module on integrated moral-art education. The researcher will proceed step-by-step with the development of the blended teaching module based on the four steps of the Taylor Curriculum Model. The four steps of Taylor's curriculum planning model are: Step 1: Identification of the objectives; Step 2: Selection of learning experience; Step 3: Organization of the learning experience; Step 4: Evaluation. The third step is the formative evaluation of the prototype that has been developed. At the end of the development phase, formative evaluation of the blended teaching module on integrated moral-art education will be conducted. At this stage, the researcher invites experts to evaluate the module prototypes. These experts come from four different fields, moral education, arts education, blended learning, and curriculum and pedagogy. The researcher also invites some students for interviews to get in-depth feedback. Before the module prototype goes to the next stage, changes have been made to the inappropriate content of the module prototype [15].

3.3 The Implementation and Evaluation Phase

The final Phase of this study is the implementation and evaluation phase. In the implementation stage, the developed integrated moral-art education teaching module will be practically utilized in classroom teaching, and the moral education teachers will be responsible for its implementation. In the implementation phase, teachers need focus on the flexible use of appropriate teaching tools in conjunction with the actual situation of students. This study was conducted as a quasi-experiment because the researcher was unable to randomly select participants. This is because this course was placed into the system by the school a year ago. There are two different types of evaluation of an instructional material, formative evaluation, and summative evaluation. In the evaluation phase, the teaching module is subject to a summative evaluation, including user acceptance evaluation. The purpose of the evaluation is to check whether the designed and developed modules meet the desired objectives. The researcher needs to use appropriate surveys and interviews to obtain more realistic data.

4. Statement of the Problem

With the rapid development of society, college students have higher requirements for moral spirit. [16,17]. However, the content of moral education courses in colleges is highly theoretical, coupled with the fact that teaching methods are based on theoretical indoctrination, which makes the courses more boring and prone to make students lose interest in learning. And the study of moral education courses at this stage is also very important for the development of moral level and psychosocial health in universities [18]. But, the single theoretical indoctrination classroom teaching method with the main purpose of knowledge transfer has been difficult to adapt to the needs of the training of innovative talents, and the work of moral education and psychosocial health education in colleges has faced problems and challenges [19-21].

Some countries and schools have tried to use curriculum integration to improve the way moral education is taught. Although they have achieved some success, there are still many problems that need to be improved, such as the lack of a systematic integration module, and the integration of moral education and the arts only at a low level.

5. Objectives of the Study

In particular, the objectives of this study are:

Examine the effectiveness of blended teaching module on integrated moral-art education towards students' performance.

Explain how blended teaching module on integrated moral-art education can promote college students' moral level, psychological health, environmental awareness.

6. The Development of the Blended Teaching Module on Integrated Moral-Art Education

This study used a design and development research (DDR) approach and incorporated the three main phases of the ADDIE model. The ADDIE model is applicable to the instructional design and development of a curriculum. This study divides the five segments of ADDIE into three phases. Each of these links is closely interconnected and influences each other. The researcher chose different data collection methods depending on each segment to ensure more realistic and effective data. At the end, the methodology of data collection and analysis in the curriculum is used for the design and development of a curriculum.

6.1 Needs Analysis Phase

The analysis phase is the first part of the ADDIE model and provides important supporting information for decision making in the design phase. This study focuses on learner analysis in the following three aspects: learner learning needs analysis, learner characterization and learning content analysis. The researchers will distribute questionnaires to 300 students from four colleges and universities in Bengbu to investigate their learning needs, motivation for learning, psychological health status, level of moral education knowledge acquisition, teaching methods, and teaching contents. Because it is difficult for students from different schools to come together to fill out the questionnaire, the researcher took an electronic questionnaire to fill it out. Before completing the questionnaire, the researcher will tell the students about the purpose of the questionnaire research and the precautions to be taken in order to get a higher return rate of the questionnaire. The needs analysis survey is conducted to provide data support for the subsequent design of the blended teaching module on integrated moral-art education.

6.2 Design Phase

The second stage is design and development activities. Based on the needs analysis, the researcher will design the teaching objectives, content, methodology and activities of the course in this phase. Thus, the prototype of the blended teaching module on integrated moral-art education will be designed. At this stage, the researcher goes about designing the framework and content of the blended teaching module on integrated moral-art education based on the Taylor curriculum model. We will fully integrate the knowledge of art education in the moral education course, because it can better improve the moral education level and psychological health of college students.

6.3 Development Phase

According to the characteristics of the teaching status and content of the moral education course, to complete the development of the actual teaching curriculum system and resources. At the same time, the researcher also takes into full consideration the learning characteristics and learning needs of university students to design teaching modules that better meet their requirements. In the first stage, the researcher will complete the development of the specific content of the modules, including courseware, syllabus, learning tasks, tests, etc. Experts from relevant fields will be invited to review and modify the developed module prototypes. These experts are required to have more than 10 years of work experience in the relevant field in order to provide more specialized advice that will lead to the development of better teaching modules.

6.4 Implementation Phase

The implementation phase is the fourth phase of ADDIE. In the implementation stage, the developed teaching module has been implemented in the teaching of moral education for college students in universities. The course will last for 18 weeks and will be conducted using the blended teaching module on integrated moral-art education. The whole implementation process includes online learning through the learning-pass platform and offline face-

to-face classroom teaching. In the online independent learning stage, teachers will upload learning materials, such as cases, courseware, videos, etc., through the learning-pass platform for students to do pre-course study. Students will be able to gain a full understanding of the course through online learning, and any learning difficulties they encounter will be recorded. These problems will be solved by the teacher when they face the offline course. Teachers will choose course content and teaching methods to suit the needs of students based on their feedback and learning requirements. This will not only stimulate students' interest in learning, but also enhance the effectiveness of teaching and learning, thereby improving students' moral level and psychological health.

6.5 Evaluation Phase

The evaluation phase is the last phase of ADDIE. In this study, the summative evaluation was used to examine the fulfillment of effectiveness and teaching objectives at the end of an 18-week teaching course for college students using the blended teaching module on integrated moral-art education. Fifty students will be invited to take a pre- and post-test. Effectiveness evaluation questionnaire were used after the implementation of the blended teaching module on integrated moral-art education to evaluate moral level, esthetic skills, environmental awareness, and psychological health development of college students.

7. Data Collection and Analysis

Learners participating in the blended teaching module on integrated moral-art education, they will be asked to participate effectiveness evaluation questionnaire Fifty students will fill out the questionnaire in a centralized meeting room, The questionnaire filling time is set for 1 hour. This study applies the Statistical Package for Social Science (SPSSV28.0) for deep descriptive analysis of data collected by quantitative methods. SPSS is the abbreviation of Statistics Package for Social Science (SPSSV28.0).

8. Conclusion

The blended teaching module on integrated moral-art education based on student needs. The development of the blended teaching module on integrated moral-art education aims to promote college students' moral level, psychological health and environmental awareness. The blended teaching module on integrated moral-art education not only improved the moral standards of the students but also enabled them to achieve better results in the moral education performance. Their awareness of environmental protection has been significantly enhanced, and their personal sense of social responsibility has been strengthened. They learn to respect nature, protect nature, and live in harmony with nature. At the same time, they internalize environmental ethical norms as their own needs and value pursuits; Formulate noble environmental moral concepts and good social moral concepts. In addition, the blended teaching module on integrated moral-art education was able to overcome some learning problems such as lack of interest, lack of aesthetic skills and lack of creative thinking skills. However, teachers and students face a number of limitations in using this approach.

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