

Practical Analysis of Informatization Teaching Mode in Moral Education Ecological Classroom of Universities

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Abstract: This article will start from the basic principles of information-based teaching mode in moral education classrooms in universities, explore its specific application and trial practice, aiming to reveal the symbiotic relationship between digital innovation and moral education development, and provide theoretical and practical guidance for the improvement of moral education in universities.

Keywords: Universities; Moral education ecological classroom; Information based teaching mode; Practical analysis

1. Introduction

The rapid development of information technology has profoundly changed the pattern of education, especially in moral education in universities. The application of information-based teaching models provides educators with rich tools and resources to create a more interactive and personalized learning environment.

1.1 Basic principles of information-based teaching mode in moral education classrooms in universities

The information-based teaching model utilizes digital technology and resources to promote the learning process. These models prioritize the use of information and communication technology to impart knowledge and cultivate moral values among students. Unlike traditional teaching methods, information-based teaching models emphasize interactive and multimedia rich content delivery, thereby achieving dynamic and engaging learning experiences. By integrating digital platforms, educators can customize content to meet the diverse needs of students while cultivating critical thinking and problem-solving abilities. The core of this concept is to use digital tools to create an immersive and inclusive learning environment that transcends geographical boundaries.

The moral education classroom presents unique characteristics and requirements, requiring tailored teaching methods. Unlike traditional academic subjects, moral education aims to instill moral principles, values, and a sense of social responsibility in students. Therefore, the classroom environment should prioritize cultivating learners' empathy, empathy, and moral reasoning abilities. Moral education classrooms typically involve discussions on sensitive topics and real-life scenarios, requiring a supportive and non critical atmosphere for open dialogue. The different backgrounds and experiences of college students require flexible teaching strategies to adapt to different learning styles and preferences.

The integration of information technology teaching mode and moral education ecological classroom marks the symbiotic relationship between digital innovation and moral education development. By integrating technology into moral education teaching methods, educators can create a dynamic ecosystem to improve learning outcomes and promote the development of moral education. The information-based teaching model promotes personalized learning experiences, enabling students to explore moral dilemmas, participate in reflective practices, and collaborate with peers in a virtual environment. Digital platforms provide students with opportunities to engage with different perspectives, cultures, and moral frameworks, promoting a deeper understanding of global issues and interconnections. Ultimately, the integration of these methods has cultivated individuals with moral education awareness, who possess the skills and knowledge to tackle complex moral education challenges in contemporary society.

2. The specific application of information technology teaching mode in the ecological classroom of moral education in universities

2.1 Digitalization and personalization of teaching resources

In the field of moral education in universities, the digitization and personalization of teaching resources represent a transformative transformation in teaching practice. This method utilizes technology to enhance the provision of moral education content to meet the diverse needs and learning preferences of students. Digitization involves converting traditional textbooks, lectures, and assignments into digital formats that can be accessed through electronic devices. Through digital teaching resources, educators can overcome the limitations of physical textbooks and lecture notes, providing students with instant access to a large amount of multimedia rich content. For example, digital textbooks can combine interactive elements, videos, animations, and hyperlinks as supplementary materials to enrich the learning experience and cater to various learning styles. Digitization helps to create and disseminate personalized teaching resources tailored to individual student needs and interests. Through the Learning Management System (LMS) or online platform, educators can develop customized learning paths, adaptive tests, and selected reading lists based on students' proficiency, preferences, and learning objectives. This personalized approach enables students to master their learning journey, cultivate self-awareness and self-directed learning. Digitization enables educators to integrate real-world examples, case studies, and multimedia resources that resonate with students' life experiences and cultural backgrounds. By planning diverse and inclusive textbooks, educators can cultivate empathy, critical thinking, and moral reasoning skills that are crucial for the development of moral education. For example, combining digital storytelling, documentaries, and virtual reality simulations can immerse students in complex moral dilemmas, triggering meaningful discussions and reflections. Digitization enhances the accessibility and inclusiveness of teaching resources for students with different abilities and learning needs. Through features such as screen readers, hidden subtitles, and alternative text descriptions, students with visual or auditory impairments can more easily access digital content. Flexible teaching modes, such as asynchronous online lectures and interactive e-books, can adapt to student schedules and preferences, ensuring fair access to educational resources. However, the digitization and personalization of teaching resources also bring challenges and reflections. When implementing digital tools and platforms, educators must address issues of digital literacy, privacy, and online security. Ensuring the quality, accuracy, and relevance of digital resources requires continuous curation, evaluation, and updating to reflect evolving teaching practices and disciplinary knowledge.

2.2 Improvement of interactivity and participation

In the context of ecological moral education classrooms in universities, it is crucial to strengthen interaction and participation through the application of information technology teaching models, in order to cultivate meaningful student participation and promote the development of moral education. Technology promotes various ways of interaction and participation, surpassing the limitations of traditional classroom environments. Online discussion forums, collaboration platforms, and video conferencing tools enable students to participate in dynamic intellectual exchange, share perspectives, and collaborate on projects without geographical barriers. These digital platforms provide students with opportunities to express their opinions, ask questions, and contribute to collective learning experiences, thereby promoting active participation and cultivating community awareness in the classroom. The integration of multimedia elements such as videos, podcasts, and interactive simulations enhances the interactivity of learning activities, attracts students' attention, and stimulates their curiosity. For example, virtual reality simulation can immerse students in realistic scenes, prompting them to make moral education decisions and critical reflections, thereby cultivating deeper levels of participation and empathy. Technical support evaluation tools, such as online quizzes, opinion polls, and surveys, provide immediate feedback and insights for students' understanding and perspectives. This real-time feedback loop enables educators to adjust teaching strategies, eliminate misunderstandings, and customize learning experiences based on the constantly changing needs of students, thereby improving the effectiveness of moral education teaching. Social media platforms and online discussion groups provide a way to extend classroom discussions beyond scheduled class times, promoting continuous dialogue and knowledge sharing among students. By responsibly utilizing social media platforms, educators can create virtual learning communities where students can exchange ideas, support each other, and collaborate to explore moral education issues related to their lives. However, although technology enhances interaction and participation, educators must be aware of potential digital interference and inequality. Clear guidelines must be established for online communication, promoting digital citizenship, and ensuring that all students have equal access to technology and resources. Creating a supportive and inclusive online learning environment requires active efforts to address potential barriers such as language barriers, cultural differences, and digital literacy gaps.

2.3 Attempts and Practice of Using Information Technology to Solve Moral Education Problems

The online platform provides a multifunctional and convenient medium for students to conduct moral education case studies and promote student discussions. Through virtual classrooms or discussion forums, educators can showcase real-life moral education dilemmas and case scenarios, encouraging students to critically analyze and debate various viewpoints and solutions. These platforms provide space for collaborative learning, enabling students to engage in meaningful conversations, share personal experiences, and explore different moral frameworks. Online platforms offer flexibility in combining multimedia elements such as videos, articles, and interactive simulations to enrich case studies and stimulate deeper reflection. By effectively utilizing online platforms, educators can cultivate students' critical thinking abilities, moral education awareness, and empathy, preparing them for complex moral education challenges in their personal and professional lives.

Multimedia technology provides innovative tools for designing and showcasing moral education activities to attract different learning styles and preferences. Educators can create multimedia presentations, interactive tutorials, and digital storytelling experiences to convey moral concepts and values in an engaging and immersive way. For example, multimedia demonstrations can combine visual, audio narration, and animation to illustrate moral principles and highlight real-life examples. Interactive tutorials and simulations enable students to directly explore moral dilemmas, try different outcomes, and reflect on the consequences of their decisions. The digital storytelling platform enables students to share personal narratives and experiences related to moral education issues, cultivating empathy and understanding among peers. By utilizing multimedia technology, educators can create dynamic and interactive learning experiences, stimulate students' curiosity, critical thinking, and moral reflection.

Online platforms, such as Learning Management Systems (LMS) or online assessment tools, provide effective mechanisms for evaluating students' moral education progress and providing timely feedback. Educators can use online tests, surveys, and peer evaluations to measure students' understanding of moral concepts, values, and principles. These platforms enable educators to track student performance, identify areas for improvement, and customize teaching strategies to meet individual learning needs. The online platform promotes continuous communication and collaboration between educators and students, creating a supportive learning environment that allows for transparent and constructive feedback exchange. By utilizing online platforms for evaluation and feedback, educators can promote students' sense of responsibility, self-reflection, and sustained growth in the process of moral education development.

The attempt and practice of using information technology to solve moral education problems provide broad opportunities for improving teaching efficiency and student learning outcomes. Through the strategic integration of online platforms, multimedia technology, and online platforms, educators can create dynamic and interactive learning experiences, cultivate students' critical thinking, empathy, and moral decision-making abilities.

3. Conclusion

The application of information technology teaching mode in moral education classrooms in universities demonstrates the integration of digital innovation and moral education development, providing a new way to cultivate students' critical thinking, empathy, and moral education decision-making abilities. Through personalized learning and enhanced interactivity, educators can better meet the needs of students, stimulate their interest and participation in learning. However, digital teaching also requires attention to challenges such as digital literacy, privacy protection, and fair access. In the future, technological support should be continuously improved to achieve the comprehensive development of moral education and cultivate individuals with moral awareness who can adapt to the challenges of modern society.

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