The Construction of ARCS Class Model for Moral Education in Colleges and Universities

Yuanfei Chen, Huaqi Chen*, Haibo Gao, Yuan Li

School of Automotive Studies, Yunnan Vocational College of Transportation, Kunming 650300, Yunnan Province, China

*Corresponding author: Huaqi Chen, chenfarfrom@foxmail.com

Abstract: Moral education is a part of talent training. Based on the analysis of the current situation of moral education in colleges and universities, this study systematically analyzes the ideological and political position of local college students, their ideological and moral character, as well as moral characterization through questionnaire, interview, induction, and factor analysis; then, the existing problems in moral education are summarized as follows: the mode of moral education is rigid, students' subjectivity and subjective initiative are disregarded, spoon-feeding is common, and a single theme is used. The form and content are not relevant to students' life, and they do not stimulate students' interest in learning; in addition, the effect of moral education is not evident. Based on the above problems, this study fully considers the students' subjectivity and subjective initiative. In line with the goal of moral education in colleges and universities, the ARCS model is constructed for moral education. Through pre-class flipped classroom, problem-based learning (PBL) during classes, as well as the summary and reflection after classes, the function of moral education for self-education, self-management, self-reflection, and self-service can be realized.

Keywords: ARCS model; Strengthening moral education and cultivating people; Moral education; Themed class; Connotative education

1. Introduction

As the main place for talent training, colleges and universities undertake the responsibility to cultivate high-quality talents following the cultivation of morality. Moral education is a part of talent training. Moral education should be in every affair of campus life to realize "all staffs education, whole process education, and all-round education." College and university students are progressive in ideology, with rapid physical and psychological development as well as political awakening. However, with the rapid development of information technology, such as new media, and the acceleration of economic globalization, they are being exposed to diversified information on the network. In addition, with the popularization of mobile intelligent terminals, the impact of various diversified elements leads to a deviation in the shaping of ideals, beliefs, and values among these students. It is imperative to shape students in such a way to possess correct outlook on life and values, cultivate patriotism among students, implement socialist core values, find effective ways to carry out moral education in colleges and universities, give full play to their subjective ability, as well as realize the goals of self-education, self-service, and self-management in moral education.

2. Current situation and problems

In terms of the current situation of moral education at home and abroad, foreign research on moral education mainly focuses on the methods of moral education. It does not only pay attention to the explicit indoctrination of positive moral education, but also the integration of moral education into campus culture, social practice, and students' lives. The implicit indoctrination is the main means of moral education abroad. It adopts the method of campus culture edification to carry out moral education. It has a clear purpose and is a student-centered self-education activity. As a form of moral education, the republican spiritual education is extremely strong in politics and ideology [1]. All in all, the emphasis on moral education in foreign countries is almost similar in both explicit and implicit manifestations. It emphasizes on penetration not only in classrooms, but also in other areas, which has certain reference significance for moral education in China [2]. Domestic views on moral education generally agree with the overall objectives and principles of moral education put forward in the *Opinions of the CPC Central Committee and The State Council on Strengthening and Improving Ideological and Political Education for College Students*, issued in 2004. It attaches great importance to the leading role of educators to improve the timeliness of moral education and sees the guiding role of educators in the process of moral education, but it neglects the subjective initiative of the trainees, thus violating the principle of subjectivity in moral education [3]. It holds that the effectiveness of moral education should be considered from the perspective of learners. As the main body of moral education, students are also participants and builders. Their enthusiasm and subjectivity should not be disregarded [4].

To sum up, from the current situation of moral education at home and abroad, combined with the actual investigation and interviews with 10 representative universities in Yunnan Province, this paper summarizes the current situation and problems of moral education in colleges and universities.

(1) There are studies at home and abroad. However, China pays more attention to theoretical learning, emphasizes the guiding role of educators, possesses a single form of development, and lacks students' subjectivity as well as subjective initiative.

(2) Foreign countries pay attention to both explicit and implicit moral education, but they do not introduce the form and effect of moral education in detail.

(3) Foreign countries show a trend where students play the main role in education and there is campus culture infiltration; however, the latter has not been introduced in depth, so improvement is required in practice.

(4) The moral education in China is lacking in explicit education, and its implicit education needs to be strengthened.

(5) The model of moral education needs to be innovated, the form needs to be improved, the roles of teachers and students need to be modified, and the main role of students needs to be highlighted.

(6) The survey results showed that the current moral education in colleges and universities in the province has several problems: serious formalization, single theme, rigid mode, students lack interest in learning, insignificant effect, and unfavorable to the development of the overall quality of students.

3. Significance of moral education

College and university students are the main subjects of the national talent pool. The ideological and political education for students is the basic and primary work of colleges and universities. Moral education is an important link in the growth of college and university students. It is of great significance to make

moral education connotative and realize the goals of self-education, self-management, as well as self-service in moral education [5, 6].

3.1. Moral education helps students establish correct outlooks

Under the influence of the environment of pluralism in the new era and the impact of the trend of globalization, cultural pluralism and mutual influence of ideas are gradually moving toward pluralism. Under direct and indirect influence, many students are deviating from the three views, and it is difficult for them to properly grasp the general trends of development in China and even internationally; hence, there is a tendency to develop a wrong orientation to their rational belief. It is necessary to implement moral education in multi-dimension, realize the life and normalization of students, carry out direct, indirect, and situational education for students from the perspectives of ideals, beliefs, political position, ideological consciousness, national development trend, socialist core values, and so on, as well as shape students in such a way to develop correct outlook on life, values, and survival in the subtle.

3.2. Gives full play to students' subjectivity and subjective initiative

The psychology and physiology of college and university students are gradually maturing. They have their own unique personalities and are eager to obtain respect and affirmation. They have their own ideas and corresponding internal and external driving behaviors. At this time, it is particularly important to provide a reasonable and self-driven platform for students. Only in the process of giving full play to their subjective initiative and subjectivity can they really exhibit, enhance, and exercise their own talents, cultivate dialectical thinking, as well as truly understand the essence of moral education, thus realizing self-management, self-service, and self-education.

3.3. Cultivates students' innovative consciousness and problem-solving skill

In the cultivation of college and university students, curriculum education, organization education, and practice education are emphasized. Self-education does not only strengthen students' theoretical knowledge, but also promote the internalization of theoretical knowledge and the improvement of students' ability in using theoretical knowledge to solve practical problems, thus realizing the organic unity of theory and practice.

3.4. Cultivates students' comprehensive quality and their concept of honor and disgrace

As a special group and the talents of the country, college and university students need to understand the concept of honor and disgrace. Social stability is inseparable from the stability of this special group. Through the effective combination of moral education, education and teaching, as well as mental health education, joint education is implemented to cultivate students' concept of honor and disgrace as well as their comprehensive quality, so as to ensure that students mature as healthy talents along with a civilizing style of learning and the consolidation of the school spirit.

4. Development of ARCS model for moral education

4.1. Overview of the ARCS model

The ARCS model was proposed by Professor John Keller from the University of Florida in 1987 to stimulate and sustain students' motivation in learning. The model has four categories: attention, relevance, confidence, and satisfaction [7]. "A" (attention) means that the subject pays attention to the things or behaviors he or she is interested in; "R" (relevance) means that if the subject finds a correlation between

the subject of attention and the subject's expected goals; "C" (confidence) means that when the subject has sufficient cognitive and practical preparation, the subject believes that he or she can use the subject of attention to achieve his or her expected goals and receive support in the process of practice; "S" (satisfaction) means that the subject finally achieves the expected goals and experiences a sense of achievement and satisfaction brought by success, the motivation, in this case, will remain for a long time [8]. By analyzing the model, the focus of this study is on how to effectively integrate ACRS with students' development and stimulate their motivation for learning [9].

4.2. Constructing the ARCS model for moral education

Based on learner-centered learning, it is necessary to give full play to students' subjectivity and subjective initiative, encourage students in self-organization, self-management, self-education, and self-service, as well as cultivate critical thinking skills, self-practice skills, personal skills, software application skills, learning skills, organization and coordination skills, and problem-solving skills among students. Through the intervention of diversified external mechanisms, various incentives can be given, and the comprehensive quality of students can be promoted under the guidance of quality education, so as to ensure that students grow up healthily and mature to become talents. **Figure 1** shows the development of the ARCS model for moral education in colleges and universities.
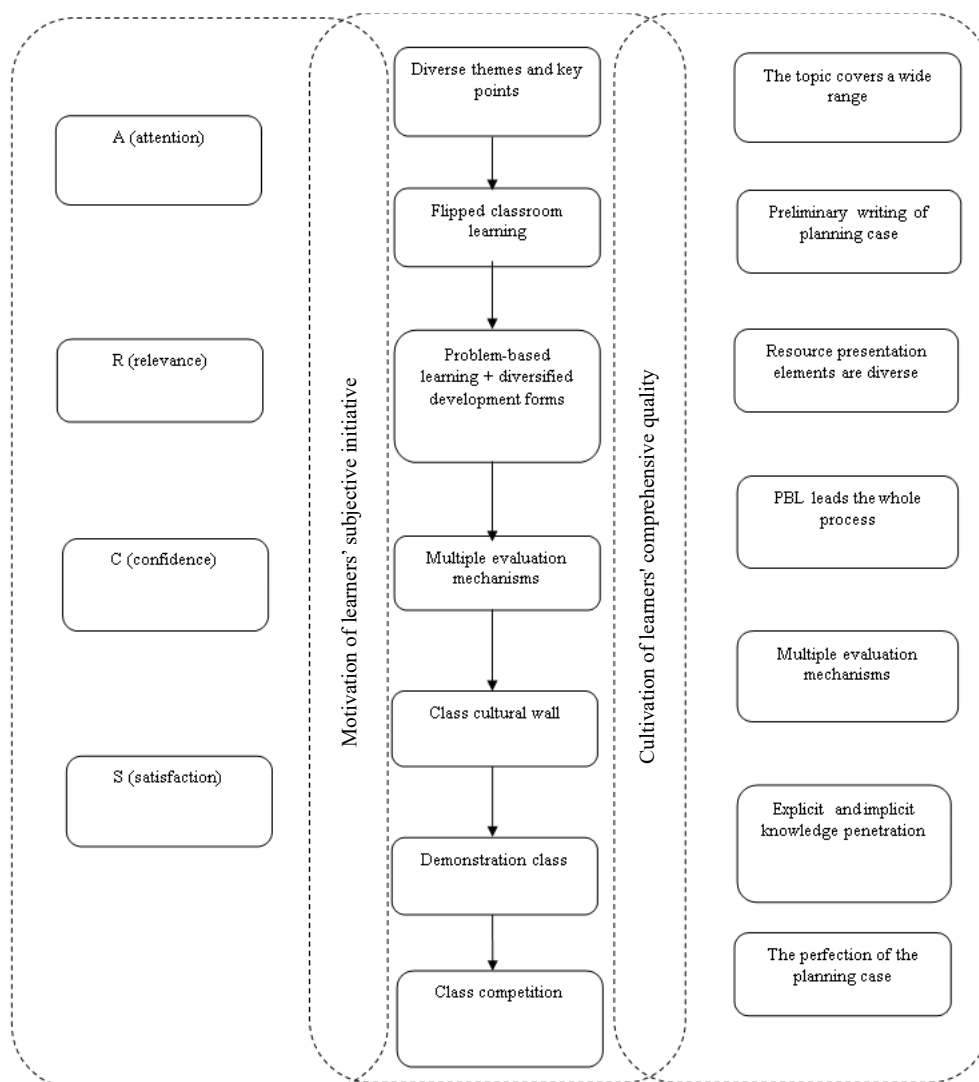

Figure 1. Development of ARCS model for moral education

4.2.1. Diverse themes, pre-class flipped classroom, and using various resources

The selection of themes in moral education should not only focus on basic education, such as patriotism, love for school, campus safety, and school regulations, but also involve humanities, science and technology, safety, moral education, current affairs and politics, social hot spots, ancient classics, professional fields, festivals, etc. It is also important to choose contents that are close to students' lives, pay attention to network media, students' network dynamics, and their interest through various channels, generalize the main points, as well as elaborate them in a language suitable for them. It is also beneficial to share videos, audios, images, texts, animations, and other types of resources in line with the theme to enable students to learn independently before classes; provide students with diversified stimulation, deepen students' learning, enable them to learn and discuss independently in advance through cloud-based classroom, allow them to express their views in the discussion area, help them to familiarize with certain knowledge in advance, and then deeply excavate those knowledge during classes.

4.2.2. Leading the whole process with diversified development forms and PBL

During class, controversial issues can be raised based on pre-class learning, and in-depth discussions can be held to reach a consensus. Guided by questions, students will be stimulated to think around the theme, and in consideration of actual life, students will be able to externalize those ideas through behaviors and shape correct outlooks. The development form is selected according to the nature of the theme, such as scenario simulation, debate, performance, story sharing, host, competition, etc. It can also be carried out in a mixed manner according to each link, so as to ensure full participation, whole process participation, and all-round participation of students, so that every student can realize that he or she is a part of the class and has the obligation as well as responsibility to contribute to the class.

4.2.3. Multiple evaluation mechanisms: Diagnostic evaluation, process evaluation, and summative evaluation

The assessment mechanism consists of four parts: regular and standardized assessment of moral education (20%), assessment of planning case (30%), scoring of development process (30%), and learning of Lanmo Cloud Class (20%). Diagnostic evaluation is closely linked to flipped classroom and process learning in laying the foundation to determine the learning situation and adjusting the development mode. Process evaluation involves the whole class and plays a guiding role in the sublimation of the final effect and the formation of results. Summative evaluation is a highly generalized process; it is not only the reflection of teachers, but also that of students. This evaluation helps to optimize the next activity planned. The whole evaluation process is a two-way process between teachers and students, which is conducive to the cultivation of students' comprehensive quality.

4.2.4. Class culture wall: The enrichment of class culture and the representation of the explicit behavior as well as cultural infiltration of students internalizing moral education

In learning, theory should be integrated into practice. If theory cannot be integrated into practice, it is all empty talk; knowledge cannot be explicit in behavior and is not valuable. Similarly, the purpose of moral education is to enable students to understand reason and differentiate right from wrong. After class, each student will paste his or her work on the class culture wall to inspire and spur each other at all times. In the long run, knowledge can be internalized, and infiltration can be realized in class.

4.2.5. Creating cohesion and a style of learning through demonstration class

Demonstration class can be held once a month. By selecting excellent classes and experienced classes to set their own themes, they can then write their own planning plans and submit them to their instructors. Upon suggestions and modifications by these instructors, the demonstration class can be held. Weak classes with poor development can send representatives to listen in on a rotation basis, so as to promote students to quickly adapt to the new mode and process of moral education, master the development skills of moral education, and learn from each other. This way of "using the old to lead the new" or "using the excellent to supplement the weak" plays a demonstration and leading role, promotes the development of friendly relations among students, and provides a stage for students to step forward.

4.2.6. Cultivating students' sense of honor and disgrace as well as sense of achievement through class competition

Moral education class competition is held once a semester. Each class actively signs up, completes the planning case, resource query, PowerPoint preparation, and class organization according to the issued themes and key points within a specified time. The class competition involves judges from among teachers and students, carries out fair and open elections, as well as gives material and spiritual rewards to the development, so as to cultivate unity and cooperation, the concept of honor and disgrace, as well as a sense of achievement.

5. Conclusion

In order to realize the goal of cultivating talents through moral education and through the whole process, all staffs, and all-round education, colleges and universities must adhere to the people-oriented approach, embody students as the main subjects, fully consider students' subjective initiative, and implement education according to the law of students' physiological and psychological development. First of all, students' autonomy should be emphasized. College students are a special group, and their potential is unlimited. Teachers should learn to give way actively. While building a stage for students, they should learn to change their roles to become supporters, centering the stage to the students and actively encouraging students to step forward and express themselves. Secondly, teachers should learn to guide students to become talents. Growing into talents does not only demand the improvement of knowledge, but also firm ideological and political position, reasonable and rational belief, patriotism, as well as love for the society, others, and oneself. Only when an individual is rich in knowledge, firm in political position, and has rational belief in line with his or her life goals, selfless dedication, as well as complete personality, then, that individual is said to have real growth. This is what teachers should emphasize when educating. Finally, teachers should encourage students to be actively involved in the society. Only by practicing can they be valuable. Interest is the best teacher. Teachers should help students find interest and create ways to stimulate students' interest in learning, so as to better educate people.

Disclosure statement

The authors declare that there is no conflict of interest.

References

[1] Chen L, 2000, A Review of theoretical Research on Ideological and Political Education in Contemporary World. Teaching and Research, 2000(11): 38-43.

[2] Peng Y, 2013, Research on the Effect of Moral Education in Higher Vocational Colleges, Hunan University.

[3] Yin P, Li X, 2007, Discussion on the Role of College Teachers in the Reform of Moral Education Model. Journal of Henan College of Finance & Taxation, 2007(04): 78-79.

[4] Liu J, 2008, Reflections on the Current Moral Education in Schools. After-school Education in China (Theory), 2008(S1): 175.

[5] Ye F, Luo K, 2019, Construction of "Five Dimensions" Mode of Higher Vocational Moral Education in The New Era. Intelligence, 2019(28): 18.

[6] Chen Y, 2019, Design and Development of Mobile Learning Resources for Primary School Chinese Writing Based on ARCS Model, Yunnan Normal University.

[7] Keller JM, 1983, Motivational Design of Instruction, Lawrence Erlbaum Associates New York, 383-433.

[8] Xie Y, Zhang H, Wu L, et al., 2017, Research on Self-organizing Learning Model of online Open Courses based on ARCS. E-education Research, 38(07): 43-50.

[9] Khalid A, 2016, Pakistani ESL Learners' Pragmatic Competence: Motivation and Development, Central China Normal University.