Digital Transformation in Higher Education: Research on the Implementation Path for Enhancing the Effectiveness of Ideological and Moral Education in Curriculum

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Abstract: Currently, in the process of digital transformation in higher education institutions, there is a problem of unclear path of implementation of ideological and moral education in the curriculum. The thesis comprehensively explores the goals, implementation content, and implementation path of Ideological and Moral Education in Curriculum(IMEIC), and proposes a feasible path to enhance the practical effect of IMEIC. The core of this path lies in strengthening construction of the teacher team through "Action to Enhance Teachers" to further enhance teachers' awareness of educating people and digital teaching ability. At the same time, guided by "Action to Strengthen Curriculum", optimize course design and teaching methods to promote organic integration of ideological and moral education and professional teaching. In the implementation process, the path is divided into three phases aimed at enhancing awareness, enhancing competence, and demonstrating leadership. This path is of great significance to nurture new generations with comprehensive development capabilities in morality, intelligence, physical education, aesthetics and labor, who can shoulder the responsibility of national rejuvenation. It also provides useful insights and references and can provide support for improving the implementation of curricular ideological and moral education in higher education institutions.

Keywords: Ideological and Moral Education in Curriculum; Digitalization; Higher Education Institutions; Education Transformation; Implementation Path

1. Introduction

With the rapid pace of modern information technology, digital education has emerged as a pivotal trend in the transformation of higher education institutions. Against this backdrop, the traditional teaching system of ideological and moral education faces urgent needs for digital transformation and innovation. However, a significant challenge lies in the absence of a clear and specific implementation path for ideological and moral education during the process of digital transformation in higher education[1]. This issue causes confusion and uncertainty among grassroots teaching organizations and teachers, leading to disparities in the speed and effectiveness of its dissemination. This not only hinders the promotion and dissemination of ideological and moral education but also compromises the cultivation of successors who possess correct ideals, beliefs, value orientations, and moral sentiments. Consequently, there is a pressing need for a comprehensive exploration of the implementation path of ideological and moral education in higher education institutions within the context of digital transformation.

Against the backdrop of digital transformation, this article aims to explore how higher education institutions can clarify and refine the implementation pathway for Ideological and Moral Education in Curriculum(IMEIC). Through a comprehensive analysis of the objectives, content, and crucial elements involved in delivering this education, the article presents a practical and feasible implementation pathway that emphasizes a dual-pronged approach: "Action to Enhance Teachers" and "Action to Strengthen

Curriculum". The aim is to bolster teachers' educational awareness and digital teaching capabilities while optimizing course design and teaching methodologies, thus fostering an organic integration of Ideological and moral education into professional instruction. The article carefully divides this implementation path into three distinct stages: consciousness strengthening, capability enhancement, and demonstration leadership. Furthermore, it delves into the profound significance of this path in nurturing a new generation with comprehensive development capabilities in morality, intelligence, physical education, aesthetics, and labor, who can shoulder the responsibility of national rejuvenation. This research offers valuable insights and references for improving the implementation of Ideological and moral education in the curriculum of higher education institutions during their digital transformation, providing solid support for enhancing the quality and effectiveness of this education.

2. Literature Review

Since the concept of IMEIC was first proposed in 2014, exploring its implementation pathways to fulfill the responsibility and mission of educating students has become a widely discussed topic in both educational circles and Academia among higher education institutions.

Currently, relevant research on the implementation pathways of IMEIC in higher education institutions mainly focuses on the following three categories:

One type of research focuses on specific professional courses, emphasizing the inheritance and promotion of traditional Chinese cultural spirits [2]. It deeply explores patriotism, innovative thinking, as well as international perspectives, and craftsmanship implied in Chinese culture. With "teaching preparation", "teaching implementation", and "teaching evaluation" identified as critical stages [3], this research advocates for closely aligning the focal points of IMEIC throughout each stage [1]. By setting clear course objectives, reconstructing course content, designing innovative teaching methods, and reforming course assessments, it promotes the deep integration of professional courses with IMEIC from multiple dimensions, including teaching content integration [4], faculty

integration, teaching format integration, as well as platform development and mechanism support [5]. However, these studies fail to consider the digital transformation background, leaving further exploration needed for the digitalization of IMEIC.

Another type of research focuses on a particular discipline, emphasizing the construction of a comprehensive ideological and moral education (IMEIC) framework [6], advancing a gridded approach, innovating the 'Internet Plus' teaching model [7], integrating professional discipline construction with ideological and moral education in the curriculum (IMEIC), integrating explicit and implicit courses into a unified system [8], combining classroom knowledge transmission with the cultivation of core values, and establishing a comprehensive and coordinated system including content systems, implementation methods, and safeguard mechanisms [9]. It advocates incorporating the progress of IMEIC into the teaching quality evaluation system of higher education institutions, the cadre evaluation system, and the teacher performance evaluation system, strengthening supervision and inspection methods, and effectively improving the effectiveness of IMEIC in professional discipline talent training. However, existing research has overlooked the relationship between IMEIC and digital teaching. Few studies have examined the construction of IMEIC in professional discipline courses in combination with digital teaching, and no specific and clear implementation paths have been proposed.

The third type of research mainly stands from the perspective of higher education institutions to study the fit relationship between the practical demands of IMEIC and the digital transformation of education [10,11]. It calls for a joint response to the value confusion brought by digital existence to college students [12], highlighting the importance of reshaping the knowledge concept of IMEIC, addressing the value load of knowledge, and selecting the knowledge system of IMEIC [13]. From the concept to practice of IMEIC, it comprehensively considers the influencing relationship among multiple elements such as organizational leadership, curriculum system, teaching practice, and teacher construction, clarifying the sequence of implementing

related elements [14,15]. From the perspectives of systematic thinking [16], associative thinking, and dynamic thinking [17], it does a good job in top-level design, sets the focus of development, formulates a task list, provides human support, material security, and financial support, and constructs an implementation path for improving the quality and efficiency of IMEIC in higher education institutions. However, although the background of digital transformation is mentioned in the existing research, digital elements such as teachers' digital teaching ability, digital scientific research ability, and the construction of digital platforms for IMEIC have not been considered, which is not conducive to the development of IMEIC in higher education institutions under the background of digital transformation.

Based on the above analysis, there are still deficiencies in the research on the implementation paths of IMEIC in higher education institutions. Therefore, this article will focus on the implementation paths of IMEIC in higher education institutions. It aims to further clarify the objectives of this education, incorporate systematic and staged thinking, align with the requirements of digital education in the new era, and propose a value-adding and empowering implementation path for the dual actions (Action to Enhance Teachers and Action to Strengthen Curriculum) and three-staged approach to IMEIC in higher education institutions.

3. The Goal of IMEIC in Higher Education Institutions

The fundamental goal of IMEIC in higher education institutions is to cultivate builders and successors of the country. Through the reform of IMEIC teaching, we aim to deepen the meaning of teaching and educating people, integrate ideological and moral education throughout the entire process of education and teaching, promote the organic unity of ideological and moral education and knowledge system education, deeply integrate professional knowledge with ideological and moral elements, and establish a demonstration course for IMEIC that is full of moral education elements and functions. We strive to achieve the goal of "every course incorporates IMEIC" in all disciplines, significantly enhancing the awareness and ability of all

teachers to carry out IMEIC, resulting in a situation where "every teacher can conduct IMEIC" and "IMEIC is present everywhere." It is necessary to establish and improve the institutional mechanisms for collaboratively promoting the construction of IMEIC, further improving the effectiveness of moral education. Through the reform of IMEIC teaching, students should know how to learn, for whom they are learning, and why they are learning. Students should be able to bear the pressure of learning, innovate in their future careers, and take national rejuvenation as their own responsibility.

4. The Implementation Path of Enhancing the Efficiency of IMEIC in Higher Education Institutions under the Background of Digital Transformation

Based on the objectives of IMEIC in higher education and considering the context of digital transformation, higher education institutions must design a clear implementation pathway to enhance the quality of talent cultivation in the new era. This pathway aims to add value and facilitate the high-quality construction of IMEIC.

Given the crucial impact of teachers' teaching abilities and quality on students' learning outcomes, and considering that the implementation of IMEIC relies heavily on teaching activities, this article divides the implementation content into two distinct parts: "Action to Enhance Teachers" and "Action to Strengthen Curriculum". The former focuses on bolstering the construction and training of the teaching staff, thereby enhancing teachers' professional literacy and ideological and moral capabilities. The latter emphasizes the optimization of course design and teaching methods to amplify the effectiveness and influence of IMEIC.

Furthermore, in accordance with the sequential order and the principle of gradual progress, the entire implementation process of enhancing IMEIC is phased into three distinct stages. The first phase, labeled as "Strengthening Awareness and Comprehensive Promotion", aims to establish a sound top-down design and reinforce all teachers' awareness of the educational value of IMEIC. The second phase, "Enhancing Capabilities and Applying in Practice", aims to improve the effectiveness of IMEIC through teacher training, competitions,

and specialized research projects. The third phase, "Recognizing Exemplars and Leading by Example", aims to identify and commend outstanding practices, disseminating their

achievements for wider adoption.

The implementation pathway for enhancing IMEIC in higher education is illustrated in Figure 1 below.
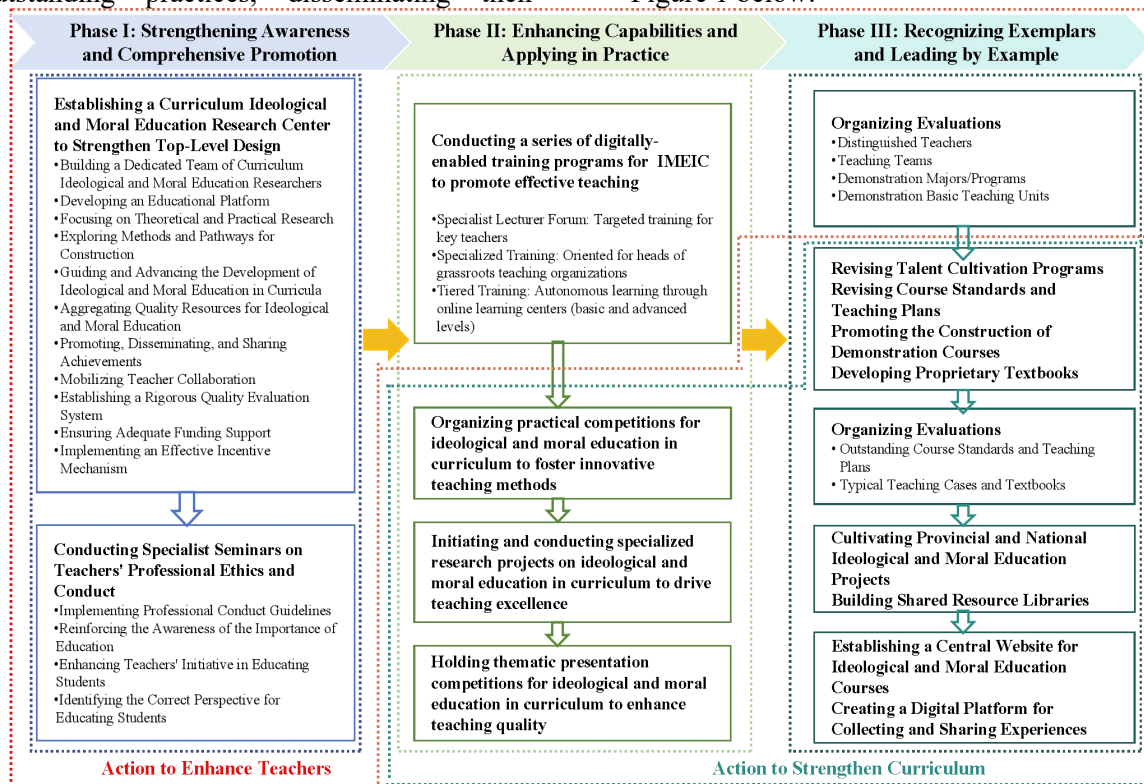
Figure 1. The Implementation Path of Enhancing the Efficiency of IMEIC in Higher Education Institutions.

4.1. Implementing Content for Enhancing the Effectiveness of IMEIC

4.1.1. Action to Enhance Teachers: Strengthening Teachers' Ethics and Enhancing Their Digital Teaching Capabilities

Teachers are crucial in enhancing the effectiveness of IMEIC. Firstly, higher education institutions must focus on cultivating teachers' awareness of educating students by implementing professional conduct guidelines for teachers in the contemporary era. This involves guiding teachers to deepen their understanding of the importance of educating students, clarifying their role in promoting the healthy growth of students, and enabling them to better fulfill their responsibilities as mentors and guides.

Secondly, higher education institutions should prioritize the enhancement of teachers' educational capabilities by organizing multi-dimensional, multi-level, and multi-round teacher training activities. These activities aim to improve teachers' digital teaching abilities, including exploring innovative teaching

methodologies and leveraging technology to engage students and foster their intellectual and personal growth.

4.1.2. Action to Strengthen Curriculum: Enhancing the Integration of Professional and Ideological and Moral Education to Improve the Quality and Effectiveness of Talent Cultivation in the New Era

To improve the quality and effectiveness of IMEIC, it is crucial to prioritize the integration of professional education with ideological and moral education. Professional courses serve as the fundamental vehicle for the construction of ideological and moral education. Higher education institutions should integrate innovative teaching content into professional courses, exploring the unique characteristics, modes of thinking, and values inherent in each discipline. This involves delving into the implicit ideological and moral elements and seamlessly integrating them into course instruction. By doing so, higher education institutions can achieve an organic blend of course content with core values, fostering

comprehensive student development.

Moreover, higher education institutions must innovate teaching methods within professional courses. Adhering to a student-centered approach, they should adopt innovative classroom models that promote active interaction and collaborative learning. This approach stimulates student interest and engagement, enhancing their learning experience and outcomes. It also contributes to the elevation of students' comprehensive qualities and moral character.

In the entire implementation process of enhancing the effectiveness of IMEIC, both the Action to Enhance Teachers and the Action to Strengthen Curriculum are closely interrelated. However, throughout the entire implementation process, the Action to Enhance Teachers remains a consistent thread, while the Action to Strengthen Curriculum primarily focuses on the second and third stages to ensure positive and sustained outcomes in ideological and moral education.

4.2. Implementation Pathway for Enhancing the Effectiveness of IMEIC

4.2.1. Phase I: Strengthening Awareness and Comprehensive Promotion

(1) Establishing a Curriculum Ideological and Moral Education Research Center for Top-Level Design

The objective of the first phase is to enhance awareness and facilitate comprehensive advancement of IMEIC. To achieve this goal, higher education institutions can establish a "Curriculum Ideological and Moral Education Research Center" as the core platform for conducting theoretical and practical research on curriculum ideological and moral education. To guarantee effective top-level design and management, the Research Center's scope of work encompasses the following five key areas:

Firstly, establishing a team of experts dedicated to curriculum ideological and moral education research and developing an education platform. This team will focus on practical teaching and theoretical research, aiming to establish a clear development strategy, advanced educational philosophy, comprehensive work planning, well-defined task responsibilities, and a comprehensive operating mechanism. Unique construction characteristics must be emphasized in this process.

Secondly, actively exploring and innovating methods and pathways for curriculum ideological and moral education construction, aiming to create valuable and transferable experiences and high-quality research outputs.

Thirdly, providing support and guidance to various majors and courses in developing curriculum ideological and moral education that aligns with their unique characteristics. This will help create a pool of quality resources and build a digital platform for promotion and sharing.

Fourthly, organizing regular exchange, observation, and training activities for teachers involved in curriculum ideological and moral education construction. This will gather the wisdom of subject matter experts and ideological and moral education teachers, and actively promote the overall improvement of teachers' abilities in this field.

Lastly, exploring the establishment of a quality evaluation system and incentive mechanism for curriculum ideological and moral education construction. This will encourage colleges and universities to incorporate the effectiveness of curriculum ideological and moral education construction into the performance evaluation of departments and individual teachers, thereby stimulating their proactivity and enthusiasm in this endeavor.

(2) Conducting Special Lectures on Teachers' Ethics and Professional Conduct to Strengthen the Awareness of IMEIC

In order to enhance the awareness of IMEIC, higher education institutions can organize special lectures on teachers' ethics and professional conduct. These lectures aim to implement the professional behavioral guidelines for college teachers in the new era, guiding all teachers to deepen their understanding of educational awareness. This, in turn, enables teachers to improve their abilities to cultivate students' enthusiasm, initiative, and creativity in courses, accurately grasp the perspective of education, and fully fulfill their responsibilities as guides and mentors for students' healthy growth.

The content of these lectures can draw on specific cases and research findings, covering teachers' professional ethics, educational philosophy, teaching methods, among other topics. The objective is to provide teachers with guidance on how to shape students' ideological and moral character, cultural

cultivation, and innovative abilities from the perspective of professional courses. This, in turn, fosters a comprehensive educational environment that cultivates students' all-round development.

4.2.2. Phase II: Enhancing Capabilities and Applying in Practice

(1) Conducting Training on 'Digital Empowerment for Enhancing IMEIC Teaching Capabilities' to Promote Pedagogical Effectiveness

To enhance teachers' capabilities in digital empowerment for IMEIC, higher education institutions can implement the following strategies:

Firstly, invite renowned experts from both domestic and international backgrounds to deliver specialized lectures targeted at key teachers. This aims to assist key teachers in gaining a comprehensive understanding of the current situation and requirements of digital empowerment for IMEIC. Additionally, engage renowned experts in digital teaching and IMEIC to conduct specialized training programs tailored for leaders of grassroots teaching organizations. The objective is to enhance their capabilities and skills in digital teaching and IMEIC.

Secondly, higher education institutions can provide tiered digital teaching skills training for teachers, with different levels catering to their varying backgrounds and needs. The basic course can encompass fundamental operations of educational technology tools, searching and evaluating digital teaching resources, and online instructional design for IMEIC. The advanced course can delve into more sophisticated digital teaching skills, such as IMEIC design and evaluation, the implementation of online interactive teaching methods, learning analytics, and personalized education.

Moreover, higher education institutions should establish an online learning center for teachers, which encompasses features such as digital teaching course videos, case studies, guides for using teaching tools, and an online discussion forum. This online learning center allows teachers to engage in autonomous learning based on their own needs and schedules. It provides a platform for teachers to learn and communicate at any time and place, further enhancing their capabilities in digital teaching and IMEIC.

(2) Conducting a "Ideological and Moral Education in Curriculum (IMEIC) Practice" Competition to Leverage Competition to Enhance Pedagogy

After the initial "Digital Empowerment for Enhancing Ideological and Moral Education Teaching Capability" training, all teachers will have developed a certain level of proficiency in digital ideological and moral education teaching. Subsequently, higher education institutions can organize an "IMEIC Practice" competition. The aim of this competition is to establish a tightly knit and collaborative course teaching team operation framework through comprehensive mobilization and engagement of all stakeholders. The core components of this framework are Collective Lesson Planning, Peer Classroom Observations and Evaluations, Centralized Discussions, Experience Sharing, and Course Improvement.

During this process, teacher teams will collaboratively research lesson planning content, observe and evaluate classroom teaching, conduct regular centralized discussions, summarize teaching experiences, and continuously improve the courses. The objective of these activities is to enhance the practical application of IMEIC and strengthen team collaboration and teaching quality.

By engaging in this competition, teachers can further develop their skills in integrating ideological and moral education into their course content, while also fostering a culture of collaboration and continuous improvement.

(3) Organizing "Specialized Ideological and Moral Education in Curriculum Research Projects" for Proposal Submission and Research Activities, Promoting Education through Research

To address the key and difficult issues in IMEIC, higher education institutions can take the following measures:

Firstly, the research and development department for education should be organized to compile a "Guide to Ideological and Moral Education in Curriculum (IMEIC) Research Projects." This guide aims to provide clear research directions and methodologies for all teachers, guiding them in conducting research in the field of IMEIC. The guide should be based on cutting-edge academic research findings and fully draw on the experiences and opinions of education experts and teacher teams to extract targeted research directions

and strategies.

Secondly, higher education institutions should organize the proposal submission and research activities of "Specialized Ideological and Moral Education in Curriculum (IMEIC) Teaching Reform Projects." The goal is to incentivize teachers to actively explore and practice, promoting teaching reform and innovation. Teachers can combine the research directions and methodologies in the guide to conduct in-depth empirical research and teaching practice, exploring appropriate paths and models for integrating ideological and moral education into professional teaching, tailored to the specific context and needs of our institution and program. These projects should focus on addressing practical teaching challenges and issues, thereby promoting the effective integration of ideological and moral education with professional teaching.

Through these measures, higher education institutions can achieve the practical effect of promoting education through research, driving the organic integration of ideological and moral education with professional teaching, and further enhancing teaching quality and students' comprehensive literacy.

(4) Conducting an "IMEIC Thematic Presentation Competition" to Leverage Competition to Enhance Pedagogy

In the later stages, higher education institutions can organize an "IMEIC Thematic Presentation Competition" to spark the creativity of teaching teams, facilitate innovative exploration among teaching teams in the realm of IMEIC, and support teachers in integrating modern educational technologies, including virtual simulation, into their IMEIC practices. By introducing novel teaching methods and resources to enrich IMEIC, this competition not only enhances the educational impact and learning outcomes of IMEIC but also promotes the integration of technology and education.

Simultaneously, through this competition, higher education institutions can cultivate a portfolio of exemplary courses and outstanding practices in IMEIC, serving as demonstrations for other institutions. Ultimately, the competition achieves the desired outcome of leveraging competition to enhance pedagogy, providing a valuable platform for teachers to learn from each other, share best practices, and continuously improve the quality of IMEIC in higher education institutions.

4.2.3. Phase III: Recognizing Exemplars and Leading by Example

(1) Organizing the Evaluation of "Outstanding Teachers and Teams, Demonstration Programs/Majors, and Exemplary Grassroots Teaching Organizations" in IMEIC

Higher education institutions should organize and conduct an evaluation for the identification of "Outstanding Teachers and Teams, Demonstration Programs/Majors, and Exemplary Grassroots Teaching Organizations" in the context of IMEIC. The objective of this evaluation is to recognize and commend teachers, teams, and grassroots teaching organizations that exhibit outstanding performance and exemplary practices in IMEIC, thereby promoting the further development and optimization of ideological and moral education and enhancing the quality and level of ideological and moral work in higher education.

The evaluation of "Outstanding Teachers and Teams" focuses on teachers' teaching abilities, teaching methods, and the effectiveness of ideological and moral education cultivation, aiming to discover and reward those who stand out in this area.

The evaluation of "Demonstration Programs/Majors and Exemplary Grassroots Teaching Organizations" emphasizes the integration of IMEIC into program/major design, as well as the innovative practices and performance of grassroots teaching organizations in promoting IMEIC.

(2) Organizing the Evaluation of "Excellent Teaching Plans, Excellent Curriculum Standards, Excellent Textbooks, and Outstanding Practices in IMEIC"

Higher education institutions should organize and conduct an evaluation for "Demonstration Courses in IMEIC." This evaluation focuses on the design, content, teaching methods, and effectiveness of the courses, aiming to identify and promote best practices suitable for ideological and moral education. Based on this, higher education institutions should evaluate and select excellent teaching plans, excellent curriculum standards, excellent textbooks, and outstanding practices in IMEIC. These evaluated materials can be compiled into volumes such as "Compilation of Excellent Teaching Plans for Demonstration Courses in IMEIC" and "Compilation of Outstanding

Practices in IMEIC," serving as practical research findings in IMEIC. By establishing these benchmarks, higher education institutions can inspire other grass-roots teaching organizations, majors, courses, and teachers to achieve collective progress.

(3) Cultivating Provincial and National Ideological and Moral Education in Curriculum (IMEIC) Projects

Based on the planning and implementation of the "Specialized Teaching Reform Projects for Ideological and Moral Education in Curriculum" in the second stage, higher education institutions have already accumulated the capabilities and resources necessary to cultivate provincial and national IMEIC projects. In the third stage, higher education institutions should focus on cultivating these provincial and national projects, aiming to further advance the development of IMEIC and facilitate its nationwide promotion and demonstration within the context of digital transformation. By doing so, higher education institutions can contribute to the overall advancement and optimization of ideological and moral education in higher education institutions.

(4) Establishing a Website for the IMEIC Research Center and Creating a Digital Platform for IMEIC

Higher education institutions should establish a website dedicated to the IMEIC Research Center. The objective is to develop a digital platform aimed at integrating and aggregating cutting-edge practices and methodologies in the realm of IMEIC. The platform will further disseminate the accomplishments achieved in various levels and types of IMEIC implementations, facilitating a positive environment conducive to the comprehensive advancement of IMEIC.

Through these endeavors, higher education institutions will build a beneficial learning and communication environment for the comprehensive development of IMEIC, attracting more people to participate in the research and practice of IMEIC. By utilizing the research center's website and digital platforms, knowledge sharing and effective dissemination in the field of IMEIC construction will be promoted, further enhancing the effectiveness of IMEIC implementation in higher education institutions.

5. Conclusion

Recognizing the uncertainty surrounding the implementation of IMEIC faced by higher education institutions during the process of digital transformation, this article takes a comprehensive and in-depth look at effective implementation strategies. By integrating the practical realities of talent cultivation in higher education institutions with the backdrop of digital transformation, the article strategically divides the implementation of IMEIC into two aspects: 'Action to Enhance Teachers' and 'Action to Strengthen Curriculum'. Furthermore, the entire process of enhancing and empowering these implementations is structured into three gradually advancing stages.

The proposed implementation pathways possess both feasibility and guiding significance, playing an active role in promoting the construction of IMEIC in higher education institutions. They can help higher education institutions improve the efficiency and quality of IMEIC, enhance the quality of talent cultivation, and facilitate the comprehensive development of students. These pathways provide important references for higher education institutions to formulate and implement effective strategies for IMEIC.

It should be noted that due to differences in resources and conditions among higher education institutions, the implementation pathways may need to be adjusted and applied flexibly based on the actual situation of each university during the specific implementation process.

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