Research Article

Development of a blended teaching module on integrated moral-art education to promote college students' moral level and psychological health

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ABSTRACT

Background: 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 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. The aim of this study is to develop a blended teaching module integrating moral education-art education to promote the moral and psychological health of university students. International organizations and governments around the world have reflected deeply on the crisis of moral education for young people facing the world today, which has finally evolved into a call for moral education. **Subjects and Methods:** The study selected a class of 40 students as a sample. The study was conducted in the form of a 40-person pre- and post-test. The test is based on effectiveness questionnaire. The questionnaires were completed before the start and after the end of the moral education and psychological health courses respectively. The questionnaire evaluated the effectiveness of teaching in the moral education and psychological health courses after using the new modules for teaching. **Results:** 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. Their moral and psychological health scores were statistically higher than those before the course started. **Conclusions:** Using blended teaching module on integrated moral-art education for the course not only enhanced students' satisfaction, but also gained students' favor. At the same time, it has positive significance in promoting students' moral and psychological health levels.

Keywords: Moral education; integrated moral-art education; blended teaching module; art education; college students; psychological health

1. Introduction

Today's society is in a period of rapid development and transformation, social problems are complicated, college students' moral and psychological health has a serious decline, many vicious incidents occur in the college student such as drug abuse, violence, suicide and so on. The UNESCO report titled "School Violence and Bullying: A Global Overview" points out that school violence and bullying exist in various parts of the world, affecting countless children and adolescents. According to estimates, approximately 246 million children and adolescents experience some form of school violence and bullying each year. Some students have even brutally murdered classmates, teachers, and parents over trivial matters [1-5]. These cases show that only through theoretical indoctrination cannot fully meet the needs of moral education and psychological health education [6]. In order to better achieve the educational purpose and improve the effectiveness of moral and psychological health education, we Moral education requires more appealing and emotional educational materials and methods [7-8].

Nowadays, college students have a higher demand for moral spirit [9-10]. Cai & Huang (2019) emphasize that arts education can make up for students' requirement [11]. This is because art education consists of a variety of vivid, visual, and infectious materials and methods such as painting, music, calligraphy and so on [12-13]. Art education can disseminate the content of moral education through painting, music, calligraphy, and other forms, so that the way of education becomes diversified and more acceptable to students [14-15]. According to Chen (2024), college students are more active and open-minded in their thinking, and they prefer interesting teaching methods [16].

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. [17]. 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. Özdemir (2021) pointed out that art is an effective way for people to reach truth, goodness, and beauty [18]. In their view, the "beauty" of art and the "goodness" of morality are inseparable, and the purpose of art education is to cultivate the virtues of justice, bravery, and rationality [19-20]. In addition, art education can also regulate human psychology, make people get spiritual purification and spiritual enjoyment, and save the problem of split human nature [21-22]. 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.

Youth suicide, drug abuse, and associated psychological issues have been indicated as prevalent and this indicates the inefficiency of the traditional theoretical indoctrination approaches of moral education. Conventional approaches place a lot of emphasis on knowledge transfer without considering emotional involvement, innovative thinking and psychological strength. In a bid to seal this gap, this research will develop and test a blended teaching module that incorporates the moral education and the art based approaches to support the moral growth and psychological well-being of the students.

2. Literature review

2.1. Moral-art education

Integrated education refers to the dynamic process in which two or more subjects follow the principles of sharing resources, complementing each other's strengths, and sharing the same goals under the guidance of a certain educational goal, adopt the methods of mutual coordination and cooperation, actively utilize all the

resources for education, and give full play to their respective strengths in order to realize the goal of education together [23]. Integrated moral-art education refers to the integration of moral and arts education, and development of a blended teaching module on integrated moral-art education for college students, in order to achieve the integration of the role of the various educational elements, the maximization of the overall effect of educating people.

2.2. Blended teaching and learning-pass platform

Blended teaching, sometimes also known as blended learning. Blended refers to any kind of formal educational curriculum in which at least part of the learning content is learned in an online format, with the students themselves controlling the time, place, learning path, or progress; the other part of the student's learning takes place in a brick-and-mortar classroom under the supervision of the instructor rather than at home [24]. Graham et al. (2005) recorded the following three definitions of blended teaching: combining instructional modes or delivery media, combining various teaching methods, and combining online and face-to-face teaching [25]. It can make full use of the powerful functions of online learning, but also can play the leading role of the teacher to maximize the optimization of the teaching effect [26].

Learning-Pass Platform is a mobile teaching platform developed based on Internet technology and mobile communication technology to provide personalized learning for students. It includes teacher side and student side; cell phone mobile version and PC version [27]. In Learning-Pass Platform, teachers create courses, add class students and teaching assistants, upload learning materials, and provide a self-learning platform for students through the teacher terminal. [28]

## 2.3. ADDIE model and Taba's curriculum planning model

One of the most popular instructional design models is the ADDIE Model whose purpose is to develop and assess the teaching interventions in a systematic manner [29]. It is comprised of five overlapping stages: Analysis, Design, Development, Implementation and Evaluation, which are a closed-loop process leading to continuous improvement within the educational outcomes [30]. The phases are each dependent and learner needs, instructional goals and evaluation measures are aligned to be as effective as possible.

During the Analysis step, the learner attributes, needs, and current knowledge gaps are analyzed to form a base on which the design of the curriculum will be built [24]. Design and Development stages include setting up of clear learning objectives, organizing of teaching materials, and choosing appropriate teaching materials based on the cognitive and psychological needs of learners [25]. In Implementation, multimodal resources are used in classrooms or blended settings with teaching modules applied [18, 28]. Lastly, Evaluation phase entails formative and summative evaluation with the aim of assessing the effectiveness of the module and improving the instructions techniques respectively [26].

A number of studies show the advantage of structured instructional models such as ADDIE when integrated with the art-based instruction to improve the development of morality and psychological well-being. Cai and Huang demonstrated that incorporation of art education in moral education enables students to engage in moral education and enhances their ethical reasoning skills [11]. In the same manner, the instruction design based on art enhances emotional control and fosters mental wellbeing as noted by Ozdemir [18]. In his other work, Laitinen claimed that the structured curriculum planning based on cultural and artistic content increased cognitive engagement of students and decreased academic stress [13]. Moreover, the findings by Fan (2015) were based on the assumption that arts should be included in the moral education process, which can be helpful in the development of good values, empathy, and innovative thinking [17].

The Curriculum Planning Model of the Taba, in its turn is more linear and student-oriented, emphasizing on seven recursive stages: identification of needs, design of objectives, selection and structuring of content, selection of learning experience and the incorporation of assessments [20]. Research like Marshall and Donahue indicates that student centered curricula encourage greater involvement and greater learning in combination with creative arts [15]. On the same note, Zhang and Zhang discovered that the combination of the principles of Taba and the moral education enhanced the aesthetic sensitivity and the psychological adaptability in the students [14].

Irrespective of these contributions, there is a research gap. Although various researchers have pointed out to the effectiveness of integrated art and moral education in the past [11, 13, 15, 18], no other research has utilized the ADDIE instructional model to design and evaluate a blended teaching module, which would integrate moral and art-based education to improve the moral development process of the students, and their psychological well-being. The proposed research fills this gap, as it would design and test an ADDIE-based module that is specifically targeting to enhance ethical reasoning, emotional strength and creative abilities among university students. Figure 1 presents the five links.
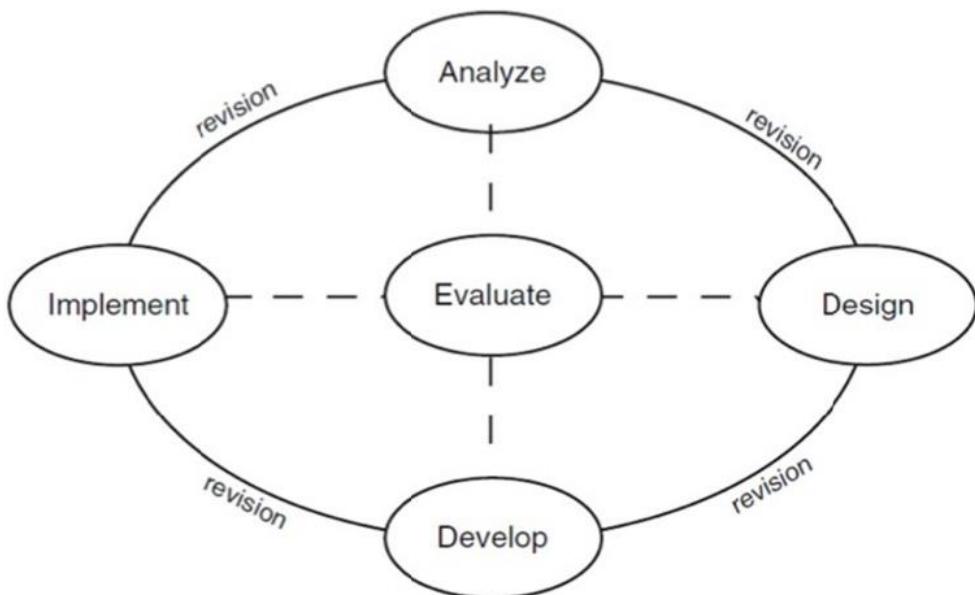
Figure 1. The ADDIE model

Sourse: Sameer Mosa Alnajdi. 2018

Hilda Taba, a famous American curriculum theory expert, adheres to the linear curriculum design model, expanding and improving it into a seven-step model based on the four steps of curriculum design proposed by Taylor. He focuses on the three dimensions of "objectives, learning experiences and assessment", which is called the Taba's Curriculum Model. It consists of seven steps, as shown in Figure 2.1 below.

Figure 2. Taba's curriculum planning model

2.4. Research gap

With the continuous progress and development of society, college students have higher requirements for moral spirit [14-15]. 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 [16]. 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 [17-19].

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.

2.5. Research hypotheses

Based on the research objectives, the following hypotheses were formulated:

H1: The blended teaching module on integrated moral-art education significantly improves college students' moral levels (ML) compared to traditional teaching methods.

H2: The blended teaching module significantly enhances college students' psychological health (PH) compared to traditional methods.

H3: Integrating art-based approaches within moral education fosters higher creative thinking and aesthetic appreciation among students.

3. Materials and methods

3.1. Research design

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

development phase was highlighted in the first three phases of the ADDIE model, while the evaluation phase was described in the final phase of the ADDIE model.

The study employed a purposive sampling approach to select participants. Initially, 245 college students from four universities were surveyed to identify their learning needs. Out of these, 40 students were selected based on their interest and availability for an 18-week blended teaching module. The sample size was determined considering previous studies on blended learning modules in moral and art education, ensuring statistical significance while maintaining practical feasibility.

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. This study consists of three main phases:

1. Analysis phase - This phase includes the process of analyzing learner needs, learner characteristics, and learning content.

2. Design and development phase - This phase involves the process of designing and developing prototype, the teaching objective, content, methods, activities, materials, etc. of the blended teaching module on integrated moral-art education.

3. Implementation and Evaluation Phase - This phase involves the process of implementation and evaluating the effectiveness of the blended teaching module on integrated moral-art education.

3.2. Research instrument and data collection

This study used multiple instruments and collected different types of data based on the specific characteristics of the three phases. A **mixed-methods approach** was adopted, combining **quantitative** and **qualitative** techniques to strengthen the reliability and validity of findings. The instruments were selected and refined through a **Fuzzy Delphi expert consultation process** involving **12 educational experts** to ensure appropriateness, cultural relevance, and measurement accuracy.

Detailed Description of Instruments

(a) Moral Level Questionnaire (MLQ)

- **Purpose:** To measure students' moral reasoning, ethical decision-making, and value judgments.

- **Structure:** A **20-item** questionnaire adapted from Rusakova et al. (2017) [9].

- **Scale:** 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

- **Domains Measured:**

  1. Ethical decision-making ability

  2. Moral reasoning skills

  3. Attitudes toward social responsibilities

- **Example Item:** "I consider the broader social impact before making personal decisions."

- **Reliability:** Cronbach's alpha = **0.88**.

(b) Psychological Health Inventory (PHI)

- **Purpose:** To assess students' psychological well-being, emotional stability, and social adaptability.

- **Structure:** A **15-item** validated tool adapted from Li (2018) [5].

- **Scale:** 5-point Likert scale (1 = Never to 5 = Always).

- **Domains Measured:**

    1. Emotional regulation

    2. Psychological resilience

    3. Social adaptability

- **Example Item:** "I am able to manage stressful academic situations effectively."

- **Reliability:** Cronbach's alpha = **0.86**.

(c) Effectiveness Evaluation Questionnaire

- **Purpose:** To evaluate students' satisfaction and perceptions regarding the blended teaching module.

- **Structure:** A **12-item** self-developed questionnaire validated through the Fuzzy Delphi process.

- **Scale:** 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

- **Domains Measured:**

    1. Learning engagement and satisfaction

    2. Creative thinking development

    3. Aesthetic appreciation improvement

    4. Perceived psychological benefits

- **Reliability:** Cronbach's alpha = **0.89**.

Instrument Validation Process

All instruments underwent **content validation** and **reliability testing**:

- **Content Validity Index (CVI): 0.91** (based on expert consensus).

- **Reliability Testing:** Cronbach's alpha for all instruments ranged from **0.86 to 0.89**, indicating **high internal consistency**.

- **Pilot Study:** Conducted with **20 students** to test clarity, feasibility, and timing before full-scale implementation.

Table 1 provide Research Instrument and Data collection

Table 1. Research instrument and data collection

Phase	Research Objective	Participants	Data Collection	Instrument
The needs analysis phase	To identify the needs for the blended teaching module on integrated moral-art education among college students.	245 college students	Needs analysis questionnaire	Needs analysis questionnaire
		5 teachers	Focus group discussion guide	Focus group discussion
The design and development Phase	To design and develop the blended teaching module on integrated moral-art education among college students.	12 experts	Fuzzy Delphi Expert consultation questionnaire	Fuzzy Delphi Method
		40 college students	Classroom observation log	classroom observation
The implementation and Evaluation Phase	To evaluate effectiveness of the blended teaching module on integrated moral-art education in terms of moral level, creative skills, aesthetic skills	4 college students	Semi-structured interview Protocol	Semi-structured interview
		40 college students	Pre-post-test Effectiveness Evaluation questionnaire	Effectiveness Evaluation questionnaire

- Needs Analysis

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 distributed questionnaires to 245 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.Then,5 moral course teachers were Invited to participate focus group discussions get deeper feedback

- Design and Development

This phase is the second phase of this research, which is the design and development phase. The theories that underpin this study were identified through literature review and added into the design and development structure of the second phase. This phase is the core aspect of module development. After this phase, the prototype of the module has been finalised. They used the fuzzy Delphi analysis method to collect expert opinions and suggestions and made adjustments and revisions based on classroom observation methods during this design and development phase.

- Implementation and Evaluation

The final phase of this study was the evaluation phase, which included the implementation and evaluation stage of the ADDIE model. In the implementation stage, the developed integrated moral-art education teaching module was practically utilized in classroom teaching, and the moral education teachers were responsible for its implementation. The blended teaching module on integrated moral-art education has be implemented among 40 college students from the colleges in the Bengbu area of China and last for 18 weeks. 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. The researcher uses the summative evaluations as the following 2 types: evaluation questionnaire and Semi-structured interview. This study was conducted as a quasi-experiment, and the researcher used a pre-post-test with a class of 40 students to analyze the effectiveness. The researcher also conducts the Semi-structured interview on 4 college students to obtain Further Feedback. At the end, the methodology of data collection and analysis in this research is described.

The questionnaires to be used in the two-round Fuzzy Delphi expert consultation are distributed and collected as shown in Table 2. The questionnaire was administered to 12 experts in the first round, which was given on November 14, 2024, and all of them responded successfully, with a 100 percent recovery rate. Following analysis of the responses given by the experts, a polished version was circulated in the second round on November 28, 2024, and once again, all 12 questionnaires were received, with an overall efficiency of 100%. The similarity in the rate of response in both rounds indicates that experts are of high agreement regarding the framework and the design aspects of the module.

Table 2. Questionnaire distribution and collection

Item	First round	Second round
Release time	November 14, 2024	November 28, 2024
Number Distribution	12	12
Number Collection	12	12
Recovery Rate	100%	100%
Efficient	100%	100%

3.3. Research objectives

The primary purpose of this study is to address the limitations of traditional theoretical indoctrination methods in moral and psychological education by developing and evaluating an ADDIE-based blended teaching module that integrates moral education and art education. The objectives of this study are:

1. To design a blended teaching module that combines moral education and art education, tailored to students' psychological and moral development needs.

2. To evaluate the effectiveness of the proposed module in improving students' moral levels and psychological health compared to pre-intervention conditions.

3. To assess the module's impact on enhancing students' creative thinking skills, aesthetic appreciation, and overall learning engagement.

These objectives are directly aligned with the research problem, which highlights the inadequacy of existing traditional teaching approaches in addressing moral decline, psychological health challenges, and the lack of creative engagement among college students. By linking these objectives to the identified gaps, this study aims to propose a comprehensive, innovative, and student-centered blended learning solution.

4. Results and Findings

4.1. Finding in the needs analysis phase

They are highly motivated to learn moral education and psychological health courses (98.78%). However, the theoretical indoctrination teaching method has affected their learning effectiveness. (98.78%).They hope to introduce art education and blended teaching methods to help them improve their learning efficiency (93.88%&95.1%).

Teachers were eager to have a systematic blended teaching module on integrated moral-art education to help them improve their current teaching situation. They are dissatisfied with the current methods and conditions of moral education teaching. They have made some attempts, but the results have not been ideal. They hope that a new unified moral education teaching module can change the current situation and enhance students' interest in learning.

4.2. Finding in the design and development phase

Two rounds of fuzzy Delphi questionnaires were conducted and 100% response rate indicates that experts responded very positively. The specific content of the module is formed, specific teaching objectives, teaching content, teaching methods, teaching materials, teaching activities, teaching tasks, teaching tools of the module are formed and so on. This module has been further revised and improved based on classroom observations.

Table 3. Profiles of the 12 experts interviewed

Item	Categorization	Frequency	Percentage
Gender	male	7	58.33%
	females	5	41.67%
Title	Associate professor	8	66.66%
	professor	4	33.34%
working experience	10-15 years	5	41.66%
	16-20 years	4	33.33%

Item	Categorization	Frequency	Percentage
	More than 20 years	3	25.01%
Area of specialization	moral education	4	33.33%
	art education	4	33.33%
	Curriculum and pedagogy	4	33.33%
	Anhui University of Finance and Economics	4	33.33%
School	Anhui University of Science and Technology	3	25%
	Bengbu University	3	25%
	Bengbu Medical University	2	16.67%

Table 3. (*Continued*)

4.3. Finding in the implementation and evaluation phase

Researchers used t-tests to evaluate whether teaching effectiveness was achieved. The paired t-test showed that the module had a significant effect on improving students' moral level(ML) and psychological health(PH). The module has received positive feedback in many areas. Table 4 Paired t-test analysis of results-detailed format

Table 4. Paired t-test analysis of results

Pairing No.	Test Item	Average Value	Standard Deviation	Mean Difference	t	p	df	Difference 95% CI	Cohen's d
Pairing 1	Pre-test ML	3.81	0.21	**-0.77**	-15.877	0.000 **	9	-0.883 ~ -0.662	**5.021**
	Post-test ML	4.59	0.14						
Pairing 2	Pre-test PH	3.88	0.15	**-0.72**	-21.910	0.000 **	6	-0.802 ~ -0.641	**8.281**
	Post-test PH	4.60	0.08						

In terms of moral level (ML), the difference between the class pre- and post-test means is -0.77, with a p-value < 0.05, which shows that there is a significant difference between the class in terms of moral level (ML). The results show that using the blended teaching module on integrated moral-art education is more capable of improving moral level than the traditional moral education teaching mode.

In terms of psychological health (PH), the difference between the pre- and post-test means of the class is -0.72, with a p-value < 0.05, which shows that there is a significant difference between the class in terms of psychological health (PH), the results show that the use of the blended teaching module on integrated moral-art education is more capable of improving the students' psychological health than the traditional moral education teaching mode.

5. Conclusion

This paper created and tested a blended instruction module on integrated moral-art education grounded on the concepts of the ADDIE model, to promote moral growth and psychological wellbeing of college students. Results of the pre-test and post-test show that students who attended the 18 weeks module made impressive gains in their moral reasoning, psychological resilience, creative thinking capability, and aesthetic sense. It should be noted however that this study used within-subjects pre-post design and lacked a treatment group against which to compare results. Thus the outcomes cannot conclusively say that this blended module

is more effective than traditional methods of teaching. In addition, the paired-samples t-test was adequate in determining improvements in the same group, and it does not provide causal associations. Further investigation must involve a control group and use methods such as regression analysis or structural modeling to explain further the causal role of integrated moral-art education on psychological and moral development of the students. In spite of this, the research offers some encouraging statistics that art based teaching methods will be able to enhance learning in a blended learning setting to be more interactive and emotionally accommodating which in turn may lead to better student health and their performance academically.

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Conflict of interest

The authors declare no conflict of interest

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