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Construction of the "Curriculum-Network-Practice"Three-Dimensional Collaborative Model for Moral Education in Applied Undergraduate Universities

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Abstract:
This paper attempts to explore an innovative model for moral education in applied undergraduate universities, proposing a "curriculum-network-practice"three-dimensional collaborative model. It deeply analyzes the current situation of moral education in applied undergraduate universities, highlights the necessity and importance of constructing the three-dimensional collaborative model, and simultaneously analyzes the connotation and implementation routes of the model from the three dimensions of curriculum, network, and practice. At last, it examines the reasonable operation mechanism of the model, expecting to provide useful references for improving the actual effectiveness of moral education in applied undergraduate universities.

Keywords:
applied undergraduate universities, moral education, curriculum, network, practice, three-dimensional collaboration

1. Introduction

Nowadays, applied undergraduate universities hold an important position in China's higher education system, shouldering the mission of cultivating applied talents with practical abilities, innovative spirit, and social responsibility. As an important part of higher education, moral education plays a crucial role in the all-round development and growth of students. However, with the passing of the times and changes in the social environment, moral education in applied undergraduate universities is facing many new challenges and opportunities. To a certain extent, the traditional moral education model has problems such as disconnection between curriculum content and reality, insufficient use of network resources, and lack of systematic practice links, which are difficult to meet the needs of applied talent training. Therefore, constructing a new model of moral education that adapts to the development of the times and the requirements of applied talent training has become inevitable. The "curriculum-network-practice" three-dimensional collaborative model emerges based on such a background, aiming to integrate various resources to form a comprehensive, multi-level, and three-dimensional moral education work system, and improve the pertinence and effectiveness of moral edu-

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cation work.

2. Analysis of the Current Situation of Moral Education in Applied Undergraduate Universities

2.1 In Terms of Curriculum

In fact ,the moral education curriculum system in applied undergraduate universities has been preliminarily established, but there are still some defects. For example , the content of some moral education courses is old and outdated, failing to keep up with the pace of the times, and it is not closely combined with students' real life and ideological trends, resulting in low student learning enthusiasm. In the implementation of some ideological and political theory courses, the teaching content focuses on the transmission of theoretical knowledge, lacking attention to and in-depth analysis of real social hot issues, making it difficult for students to apply the knowledge they have learned to real life.

2.2 In Terms of Network

The network has become an important platform for college students to obtain information and carry out exchanges, but the use of network resources in moral education work has many loopholes. Network moral education resources are in a scattered state, lacking unified planning and integration.The interactivity of the network moral education platform has not reached the ideal level. Most network moral education platforms still stay at the stage of information release, lacking opportunities for real-time interaction and communication with students.

2.3 In Terms of Practice

Practice teaching is an important part of moral education in applied undergraduate universities, but the following problems exist in the actual teaching practice: to begin with, the goal of practice teaching is vaguely defined. The moral education orientation of some practical activities is not clear. What is more, there are shortcomings in the construction of practice teaching bases. Last, there are defects in the evaluation system of practice teaching.

3. Connotation and Significance of the "Curriculum-Network-Practice" Three-Dimensional Collaborative Model

3.1 Connotation

The "curriculum-network-practice" three-dimensional collaborative model is based on moral education courses, uses network platforms as media, takes practical activities as carriers, and effectively integrates the three factors to form a connected, mutually reinforcing, and synchronous developing moral education work system. In the implementation stage of the model, moral education courses provide systematic theoretical knowledge and values education. The network platform, as an extension and supplement to the curriculum, adds teaching resources, expands the teaching space, and increases the intensity of teacher-student interac-

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tion. Practical activities are the main way to transform curriculum knowledge and network information into students' actual actions, relying on practical experience to deepen students' cognition and understanding of moral education content, and helping students form moral qualities and cultivate behavioral habits.

3.2 Significance

(1)Improving the Systematicness and Coherence of Moral Education Work

It is a necessity to integrate the resources of the three dimensions of curriculum, network, and practice and transforming the advantages into approaches, so that moral education work runs through all moments of students' study and life, avoiding the fragmentation and connection breakage in the traditional moral education model, and strengthening the integrity and systematicness of moral education work.

(2) Enhancing the Pertinence and Effectiveness of Moral Education Work

This model can, according to the professional characteristics and actual needs of students in applied undergraduate universities, design curriculum content, network resources, and practical activities in a targeted manner as required, making moral education work closer to the actual life and ideological reality of students, enhancing the attractiveness and appeal of moral education work, so as to better cope with the ideological and moral problems faced by students during their growth and enhance the actual effect of moral education work.

(3)Promoting the All-round Development of Students

The "curriculum-network-practice" three-dimensional collaborative model not only takes into account students' moral knowledge learning but also emphasizes the cultivation of students' autonomous learning ability, innovative thinking ability, social practice ability, and team cooperation awareness through network interaction and practical training, driving students to make all-round progress in morality, intelligence, physique, aesthetics, and labor, and better adapt to the actual needs of society for applied talents.

(4) Adapting to the Requirements of the Times

In the information age, the network has become an indispensable part of people's lives. This model makes great use of network resources and technical means, extends the time and space scope of moral education work, realizes the innovation of moral education work methods, enables moral education work to be more in line with the development trend of the times, and improves the ability of colleges and universities to meet the challenges of network culture.

4. Construction Paths of the "Curriculum-Network-Practice" Three-Dimensional Collaborative Model

4.1 Curriculum Dimension: Optimizing the Moral Education Curriculum System

(1) Updating Curriculum Content

Combined with the theme of the times and keeping up with social hotspots, integrate the latest theoretical achievements of the Sinicization of Marxism, the core socialist values, the excellent traditional Chinese cul-

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ture, legal education, professional quality education, and other contents into the moral education curriculum system. Add discussions on ethical issues and social changes caused by emerging technologies such as artificial intelligence and big data in ideological and political theory courses to guide students to establish reasonable views on science and technology and values. What is more, strengthen the interpretation and inheritance of traditional culture in humanities quality courses to enhance students' cultural confidence and national pride. According to the talent training characteristics of different majors, develop moral education curriculum content that highlights professional characteristics. For example, in engineering majors, engineering ethics courses can be offered, and in liberal arts majors, courses related to professional ethics and career development can be added, etc., to promote the close combination of moral education courses and professional education, drive students' learning enthusiasm, and enhance their sense of identity.

(2)Innovating Teaching Methods

It is necessary to adopt diversified teaching measures to arouse students' learning interest and initiative. In addition to the commonly used lecture method, case teaching method, group discussion method, role-playing method, practice teaching method, etc., can be used. When teaching basic legal knowledge, analyze and discuss through real legal cases, so that students can master the application of legal provisions and cultivate legal thinking habits in the case analysis process. In the teaching of the course "Ideological and Moral Cultivation and Legal Basis", guide students to carry out debates on ethical and moral issues, and guide students to deepen their understanding of moral issues in the collision of ideas. During social practice courses, arrange for students to carry out research and related services in communities and enterprises, so that students can feel the influence of morality and the importance of social responsibility in practice. Make full use of modern educational technology means, such as multimedia teaching practices, online course platforms, etc., to add teaching resources, expand the teaching space, and enhance the teaching effect.

(3) Strengthening Curriculum Construction and Management

Improve the long-term mechanism for moral education curriculum construction and management to ensure the quality of curriculum teaching. Effectively strengthen the construction of the moral education curriculum teacher team, organize teachers to carry out training and research activities on time, and improve teachers' ideological and political consciousness, professional literacy, and teaching level. Encourage teachers to carry out research and exploration on the teaching reform of moral education courses, set up special topics to fund teachers to explore new teaching models and methods, improve the curriculum evaluation system, and formulate diversified evaluation indicators. Not only focus on students' exam results but also pay attention to the evaluation of students' learning process, classroom performance, practical ability, and other aspects, so as to objectively and comprehensively show students' learning effects and teachers' teaching quality.

4.2 Network Dimension: Building an Online Platform for Moral Education

(1) Integrating Network Resources

The school establishes a special network moral education resource construction group to undertake the work of integrating various online and offline network moral education resources. Sort out and screen the existing network moral education resources of each department and college of the school, delete repeated and

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low-level content, integrate and optimize high-quality resources, and form an integrated network moral education resource library. Improve the level of cooperation with all sectors of society, invite experts, scholars, industry leaders, and social celebrities to record network moral education lecture videos and upload them to the school's network platform to broaden students' learning horizons and provide more diverse learning resources.

(2) Constructing an Interactive Platform

Develop a robust online interactive platform to enhance communication and collaboration between teachers and students, as well as among students themselves.Create interactive sections such as online forums, blogs, microblogs, WeChat public accounts, etc., and guide students to express their personal views and opinions on moral education topics, share their learning experiences and practical experiences. Relying on the data analysis efficiency of the network platform, grasp students' learning behaviors and interest categories, so as to push personalized moral education content and enhance the precise control and actual effect of network moral education.

(3) Strengthening Network Public Opinion Monitoring and Guidance

Construct a network public opinion monitoring mechanism, arrange a work team to monitor the public opinion on the campus network in real time, and focus on the speech dynamics of students on social media, online forums, and other platforms. Timely detect public opinion information on students' ideological and moral, mental health, campus safety, and other aspects. In the face of positive public opinion information, timely carry out communication and promotion, and spread positive energy. For negative public opinion data, quickly find out the origin, take effective response plans for guidance and handling. Relying on publishing authoritative materials, holding special discussions, carrying out online and offline cooperation, and other measures, guide students to view problems with a correct attitude, guide the positive direction of public opinion, and maintain the harmony and stability of the campus network environment.

4.3 Practice Dimension: Improving the Practice Teaching System

(1) Clarifying the Goals of Practice Teaching

Combined with the talent training goals of applied undergraduate universities and the needs of moral education work, formulate clear practice teaching goals. The practice teaching goals should focus on cultivating students' social responsibility, innovative spirit, and practical ability, so that students can transform the moral education knowledge they have learned into actual actions in practice, and cultivate good moral qualities and behavioral habits. Use volunteer service activities to cultivate students' dedication and team cooperation awareness. Use social research to cultivate students' ability to observe, analyze, and solve problems. Cultivate students' innovative thinking and pioneering spirit through innovation and entrepreneurship practice, etc. Refine the practice teaching goals into specific indicators and requirements to facilitate teaching implementation and effect evaluation.

(2) Expanding Practice Teaching Bases

Strengthen cooperation with institutions such as governments, enterprises, and communities to build sta-

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ble practice teaching positions. Select representative practice teaching places according to different practice teaching contents and goals, such as patriotic education research bases, corporate culture exhibition halls, community service places, etc. Sign cooperation documents with the practice teaching base, define the rights and obligations of both parties, and jointly formulate practice teaching plans and programs. Organize students to carry out activities such as visits, internships, and social services at the practice teaching base on a regular basis, so that students can understand society, adapt to the professional environment, and improve their practical ability and social responsibility through practice. Vigorously tap the resources of practice teaching, and carry out practical activities relying on the school's laboratories, community organizations, innovation and entrepreneurship parks, etc., to expand the scope of practice teaching channels.

(3) Enriching the Forms of Practice Teaching

Construct diversified practice teaching styles to meet the learning needs and interests of different students. In addition to the traditional forms such as centralized internships and social practice surveys, volunteer service activities, public welfare activities, cultural and artistic activities, scientific and technological innovation activities, etc., can also be organized. Organize students to join volunteer service activities such as poverty alleviation teaching, environmental protection propaganda, and care for left-behind children. Carry out campus culture and art festivals, professional skills competitions, innovation and entrepreneurship competitions, and other activities. Encourage students to participate in various scientific and technological innovation projects and social practice activity teams, etc. Therefore, use rich practice teaching styles to arouse students' participation enthusiasm and innovative vitality and enhance the effect of practice teaching.

(4) Improving the Practice Teaching Evaluation System

Build a scientific and reasonable practice teaching evaluation system to evaluate students' practical performance and moral education effects from a comprehensive and objective perspective. The evaluation system should include two parts: process evaluation and result evaluation. Process evaluation mainly focuses on students' performance in practical activities, such as participation, attitude, team cooperation level, problem-solving level, etc., and uses multiple evaluation methods such as student self-evaluation, mutual evaluation, and teacher evaluation. For result evaluation mainly judges students' practice results according to materials such as practice reports, achievement displays, and activity summaries.

5. Guarantee Measures for the "Curriculum-Network-Practice" Three-Dimensional Collaborative Model

5.1 Organizational Guarantee

It is necessary to construct a moral education work leading group , which is composed of the school's party committee leadership and relevant department heads, undertake the overall planning and coordination work of the construction and implementation of the "curriculum-network-practice" three-dimensional collaborative model, and define the division of responsibilities of each department in moral education work. The Student Affairs Office undertakes the ideological and political education and daily management of students. The Propaganda Department is responsible for monitoring and guiding network public opinion. The Youth League

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Committee undertakes the organization and development of various practical activities, etc. All departments need to enhance communication and cooperation, gather work synergy, and ensure the smooth implementation of the three-dimensional collaborative model.

5.2 Team Guarantee

It is certain that effectively strengthen the construction of the moral education work team and improve the overall quality and professional level of the team. Strengthen the construction of the moral education curriculum teacher team, adjust the structure and layout of the teacher team and improve the teaching level and scientific research ability of teachers by means of introducing high-level talents and selecting teachers for training and further study. What is more, strengthen the construction of the counselor team, select a group of teachers with high political quality, strong professional ability, and dedication to student work as counselors, organize regular counselor training and experience exchange activities, and improve the ability of counselors to carry out ideological and political education work and student management level. The third is to strengthen the construction of the network moral education work team, and gather a network moral education work team composed of professional and technical personnel, teachers, and student backbones to undertake the work of network platform construction and maintenance, network resource mining and application, network public opinion monitoring and guidance, etc.

5.3 Financial Guarantee

Arrange special funds for the construction and operation of the "curriculum-network-practice" three-dimensional collaborative model. The funds are mainly invested in moral education curriculum reform research, network platform construction and maintenance, practice teaching base construction, teacher training and further study, student practice activity development, and other matters. The school must ensure the investment intensity of funds, properly arrange the use budget of funds, ensure the special use of funds, and improve the efficiency of fund use. Actively seek the support and sponsorship of all sectors of society to expand the channels for obtaining funds.

5.4 Institutional Guarantee

Construct a system of various rules and regulations to provide institutional guarantee for the implementation of the "curriculum-network-practice" three-dimensional collaborative model. Formulate rules and regulations related to moral education curriculum construction and management, network moral education work, and practice teaching management, clarify the standards, requirements, operation processes, regularly carry out inspections and evaluations on the implementation of the system, promptly discover problems and rectify and optimize them, and ensure the strictness and effectiveness of the system.

6. Conclusion

The construction of the "curriculum-network-practice" three-dimensional collaborative model for moral education in applied undergraduate universities is an inevitable choice to meet the needs of the development of the times and the requirements of applied talent training. Through the optimization, integration, and col-

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laborative innovation of the three dimensions of curriculum, network, and practice, the systematicness, pertinence, and effectiveness of moral education in colleges and universities can be effectively improved, and the all-round development of students can be promoted. In the process of constructing the model, it is necessary to give full play to the leading role of the school, strengthen the construction of the guarantee system for organization, team, funds, and system. At the same time, it is necessary to closely combine the actual situation of the school and the characteristics and needs of students, so as to lay a solid foundation for cultivating socialist builders and successors who are all-round developed in morality, intelligence, physique, aesthetics, and labor.

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