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Article

Research on the Integration and Innovation of Moral Education Courses in Sustainable Development Education

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Abstract: This study explores the integration of moral education courses and sustainable development education, and provides relevant integration strategies and innovative practice methods. Based on an analysis of the fundamental concepts of sustainable development education and an investigation into the development process and current status of moral education courses, the study elaborates on the objectives, principles, content, and pathways for combining moral education courses with sustainable development education. In the innovative practice section, innovative teaching models such as project-based learning and situational teaching are introduced, and modern teaching technologies such as multimedia and the internet are used to enrich teaching resources. The study also designs an evaluation index system and selects appropriate evaluation methods to assess the integration effects of innovative practices, summarizes the main research findings, theoretical and practical significance, and discusses the limitations of the study and future prospects.

Keywords: moral education courses; sustainable development education; integration strategies; innovative practices; effect evaluation

1. Introduction

Sustainable development education is guided by the concept of sustainable development and is committed to cultivating talents with awareness and capabilities for sustainable development. It encompasses the sustainability of environmental, economic, and social dimensions, emphasizing the harmonious coexistence between human activities and the natural environment, as well as the long-term development of society and economy.[1] In the face of increasingly severe global environmental issues, the demand for sustainable development has become more urgent in human society, highlighting the importance of related educational concepts in contemporary times.

The connotation of sustainable development education, in addition to including an understanding of environmental protection, also relates to the cultivation of rational resource use, the nurturing of social justice, and the development of a global perspective.[2] This requires educators to teach students about the impact of human activities on the environment and to use scientific methods and strategies to achieve sustainable development. During this process, students need not only to master relevant knowledge and skills but also to develop a sense of responsibility towards the environment and society.

In today's era, the significance of sustainable development education cannot be underestimated. Due to the continuous changes in the global climate, and the increasingly evident phenomena of resource scarcity and environmental degradation, humanity urgently needs to change its previous development models and explore more sustainable paths. Education plays an extremely crucial role in cultivating the future members of society, and its importance is very evident.[3] Integrating the concept of sustainable development into the education system can nurture more talents with

environmental awareness, innovative thinking, and social responsibility, thereby laying the foundation for building a sustainably developing future society.

Sustainable development education is not only the key to addressing global environmental issues but also an important way to cultivate the future members of society. By incorporating the concept of sustainable development into the education system, we can contribute to building a sustainably developing future society.

2. Literature Review

2.1. The Development Process and Current Status of Moral Education Courses

Moral education courses have gone through many stages in their development process, and the characteristics and shortcomings of each stage have gradually revealed themselves over time. Traditional moral education courses usually focus on the teaching of moral knowledge, emphasizing the instillation of moral norms and values. To a certain extent, this indeed helps students establish correct moral concepts.[4] However, its shortcomings have also gradually become apparent, such as not paying attention to the students ‘principal position and individual differences, lacking practicality and experiential elements, and not easily arousing students ‘interest in learning and internal motivation.[5]

With the continuous development of education, the implementation of moral education courses has become increasingly urgent. The importance of moral education courses is reflected in several aspects. First, contemporary students ‘needs have changed significantly from the past, and traditional moral education courses, in terms of both content and approach, are no longer sufficient, necessitating urgent reform. Second, with the rapid changes in the social environment, moral education courses need to be more closely aligned with actual conditions to foster students ‘sense of social responsibility and civic consciousness.[6] Third, contemporary educational concepts emphasize the comprehensive development of students, and moral education courses should pay more attention to students ‘emotional experiences and the cultivation of their moral practice abilities.

When examining the development process and current status of moral education courses, it becomes evident that the core of these courses lies in the combination of theory and practice. Specifically, by introducing specific examples or data to support arguments, the research can demonstrate innovation and depth. For instance, some schools have begun to link moral education courses with community service, organizing students to participate in community volunteer activities to cultivate their sense of social responsibility and teamwork skills. In this way, the practicality of this approach to moral education not only deepens students ‘moral understanding but also enhances the effectiveness of the moral education courses.

In addition, moral education courses must also pay attention to the individual differences and diverse needs of students. Different students have different growth environments and values; they are all unique individuals. Therefore, it is necessary for moral education courses to provide a variety of educational resources and activity formats to meet the needs of different students. For example, by setting up elective courses and conducting theme activities, students can be provided with a more diverse moral education learning experience.

To more intuitively display the development process and current status of moral education courses, the following data analysis table is provided (see table below). This table summarizes relevant data on moral education courses in China in recent years, including information on course settings, teaching methods, and student participation. By analyzing these data, we can gain a deeper understanding of the teaching achievements and existing problems of moral education courses, providing strong support for future moral education courses.

Table 1. Summary of Data Related to Moral Education Courses.

Problem Type	Data Statistics
Course Settings	The content of moral education courses in primary, secondary, and tertiary institutions is largely similar, lacking systematic design. This results in arbitrary course offerings, fragmented content, simple repetition, and a lack of specificity.
Teaching Methods	Adopt a variety of teaching methods, such as case analysis, role-playing, and group discussions, to stimulate students ‘interest in learning and their participation.
Student Engagement	Student engagement has a significant impact on the effectiveness of moral education. By analyzing the factors that influence student engagement, we can identify ways and methods to improve the effectiveness of moral education.
Course Evaluation	The evaluation of moral education courses suffers from a disconnect between knowledge and action. The moral behavior of students should be considered a key component and an important aspect of the evaluation.
Course Integration	Secondary school moral education should enhance effectiveness through an integrated ecological approach, building a moral education system that is correctly oriented, has comprehensive content, connects across different educational stages, utilizes a variety of carriers, and is conducted on a regular basis.

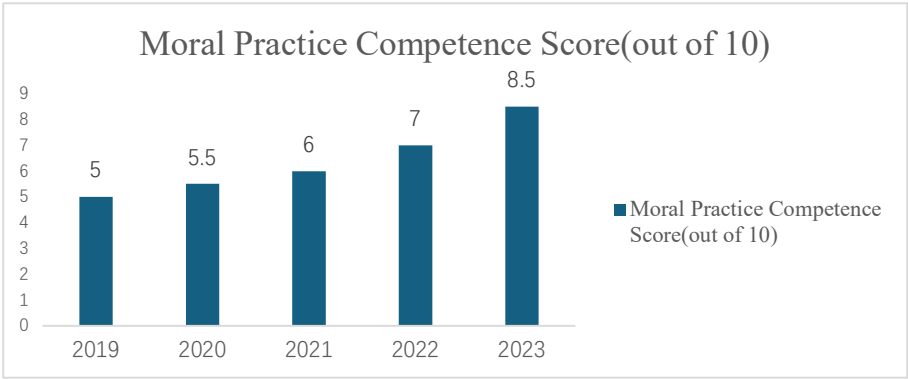


Figure 1. Students Moral Practice Ability Improvement Situation.

2.2. Integration Objectives and Principles

The purpose of integrating moral education courses with sustainable development education is to enable students to develop an awareness and sense of responsibility for the sustainable development of the environment, society, and economy while acquiring knowledge and skills through educational activities.[7] Achieving this goal can help students become citizens with a global perspective and future-oriented consciousness, thereby promoting social harmony and progress. In the process of integration, we should follow several key principles.

First, the principle of integrity. The content of moral education courses and sustainable development education needs to be integrated to form an organic educational whole. This requires a comprehensive consideration of their intrinsic connections during the course design process to ensure the coherence and integrity of the educational content.

Second, the principle of practice. Both moral education courses and sustainable development education emphasize the significance of practice. Therefore, when integrating the two, attention should be paid to students ‘practical experiences.[8] Organizing participatory activities such as field trips and community service allows students to learn and comprehend through practice, thereby deepening their understanding of sustainable development.

Third, the principle of innovation. As the times continue to evolve, the content covered by sustainable development education is in a state of continuous renewal.[9] Therefore, when combining moral education courses with sustainable development education, an open attitude should be

maintained, and new educational ideas and teaching methods should be actively introduced to meet the demands of the times.[10]

To more intuitively demonstrate the integration effect of moral education courses with sustainable development education, we conducted an empirical study. By comparing the implementation of integration strategies before and after in a certain middle school, we found that students had significantly improved in environmental awareness and social responsibility.

Table 2. Comparison of Students’Environmental Awareness and Sense of Social Responsibility Before and After the Implementation of Integration Strategies.

Indicators	Before Implementation	After Implementation	Improvement Rate
Environmental Awareness Score (out of 10)	5.2	7.8	+2.6
Social Responsibility Score (out of 10)	4.9	7.5	+2.6
Number of Participation in Environmental Activities(times/semester)	2.1	4.3	+2.2
Volunteer Service Hours(hours/semester)	3.5	6.8	+3.3

2.3. Integration Content and Pathways

When we study the integration of moral education courses with sustainable development education, it is essential to understand the intrinsic connections between the two.[11]Moral education courses focus on cultivating students ‘moral character and sense of social responsibility, while sustainable development education emphasizes enabling students to form an understanding of environmental, economic, and social sustainability and to develop the capacity for action.[12]There is a strong alignment in the educational goals of moral education courses and sustainable development education, both aiming to nurture citizens with a global perspective and a sense of responsibility. To effectively integrate moral education courses with sustainable development education, we first need to identify the knowledge points related to sustainable development within the moral education curriculum. These knowledge points include, but are not limited to, environmental protection, resource utilization, social justice, and global cooperation.[13] By integrating these knowledge points into the moral education curriculum, we can help students gain a deeper understanding of the importance of sustainable development during their learning process.

Next, we need to design a teaching pathway for the integration of moral education courses with sustainable development education. This pathway should include the following aspects:

- (1). Curriculum Design and Textbook Selection. Specifically allocate chapters or units related to sustainable development within the moral education curriculum and select textbooks that incorporate a sustainable development perspective.[14] This ensures that students are exposed to knowledge and concepts related to sustainable development in the classroom.
- (2). Teaching Methods and Tools. Employ a variety of teaching methods, such as case analysis, group discussions, and role-playing, to stimulate students ‘interest in learning and increase their participation.[15] Additionally, utilize modern information technology tools, such as multimedia teaching and online educational platforms, to enrich the content and forms of teaching.
- (3). Practical Activities and Projects. Organize students to participate in practical activities and projects related to sustainable development, such as environmental volunteer activities and energy-saving competitions.[16] These activities not only help students apply their learned knowledge to practice but also foster their team spirit and innovation capabilities.[17]
- (4). Evaluation and Feedback Mechanisms. Establish effective evaluation and feedback mechanisms to assess students ‘learning outcomes in moral education courses and sustainable development education.[18] This can be achieved through various methods such as classroom tests,

assignments, and project reports, and continuously adjust and optimize the teaching content and methods based on student feedback.[19]

Table 3. Teaching Paths for the Integration of Moral Education Curriculum and Sustainable Development Education

Steps	Content	Specific Implementation Methods
1	Curriculum Design and Textbook Selection: Introducing Chapters and Textbooks Related to Sustainable Development	Curriculum Design: Add a special module on sustainable development to the existing moral education curriculum, such as environmental ethics, social equity, and resource management. Clearly define the teaching objectives, class hour arrangements, and teaching emphases for each module.
		Textbook Selection: Choose textbooks that include content on sustainable development. It is recommended to combine the use of internationally authoritative textbooks with localized textbooks. International textbooks could be those recommended by UNESCO, and localized textbooks can be written in conjunction with the local environment, social, and economic characteristics.
2	Teaching Methods and Means: Employ a variety of teaching methods and modern information technology.	Teaching Methods: Case analysis is adopted, selecting successful and failed cases of sustainable development from both domestic and international contexts for in-depth analysis. Group discussions are conducted, where students are divided into groups to exchange views on issues related to sustainable development. Role-playing activities are also carried out, in which students simulate the roles of different stakeholders in sustainable development decision-making processes to enhance their participation.
		Modern Information Technology: Utilize multimedia teaching to display materials related to sustainable development, such as images, videos, and animations. Rely on online learning platforms to publish teaching resources, assign homework, and conduct online discussions. Employ Virtual Reality (VR)technology to immerse students in scenarios of environmental changes and resource utilization, thereby enhancing the intuitiveness and interest of teaching.
3	Organize practices and projects related to sustainable development.	Practical Activities: Organize students to participate in community environmental protection activities, such as promoting waste sorting and afforestation. Conduct volunteer services by providing help at institutions like nursing homes and children's welfare homes, thereby cultivating students 'sense of social responsibility. Carry out social surveys to understand the existing problems in local sustainable development as well as the awareness and behaviors of residents, thereby enhancing students 'practical abilities.
		Project Implementation: Carry out campus greening projects, plan the layout of campus vegetation, and plant suitable plants. Implement energy conservation and emission reduction projects, monitor and optimize the campus energy usage, and promote energy-saving technologies and products. Develop community sustainable development plans, collaborate with communities to propose solutions for environmental, economic, and social issues in the community, allowing students to apply the knowledge they have learned in practice.

		Evaluation System: Design a diversified evaluation system. Class performance includes students’ attendance, classroom interaction, and group cooperation. Project outcomes are evaluated based on the degree of completion, innovation, and practical effects. Practical reports assess student’s summary, reflection, and suggestions on practical activities. The final exam combines written and oral tests. The written test focuses on theoretical knowledge, while the oral test examines students’ comprehensive analysis and expression abilities.
4	Evaluation and Feedback Mechanism: Establish an effective evaluation and feedback system.	Feedback Mechanism: Regularly collect feedback from students and teachers through methods such as questionnaires, seminars, and individual interviews. Assess aspects such as the difficulty level of teaching content, the effectiveness of teaching methods, and the organization of practical activities. Make timely adjustments to teaching content and methods to ensure teaching effectiveness.

To better illustrate the feasibility and effectiveness of this integrated approach, we can refer to the following case:

In the moral education course of a certain middle school, teachers introduced the “Green Campus project”. This project required students to work in groups to monitor the campus environment, propose suggestions for improving the campus environment, and implement feasible environmental protection measures. Through this project, students not only learned about environmental protection knowledge, but also developed the ability to solve practical problems. At the same time, teachers also used online education platforms to provide students with a wealth of learning resources and interactive opportunities, further improving the students’ learning outcomes.

Table 4. Cultivating Students’ Environmental Awareness and the Ability to Solve Practical Problems.

Project Content		Cultivate students’ environmental awareness and the ability to solve practical problems.
Project Content		Detailed Content
1.Campus Environment Monitoring		Students are divided into groups to conduct environmental monitoring-record data.
2.Propose Improvement Suggestions		Make suggestions based on the monitoring data.
3.Implement Environmental Protection Measures		Waste sorting, energy conservation and emission reduction, water resource management.
4.Online Learning Resources		Provide a wealth of learning resources-interactive opportunities.

In summary, by sorting out the knowledge points related to sustainable development in moral education courses and designing an integrated teaching path between moral education courses and sustainable development education, we can effectively cultivate students’ awareness and capabilities for sustainable development. This not only helps them become citizens with a global vision and a sense of responsibility, but also enables them to make positive contributions to the sustainable development of society.

3. Research Methods

3.1. Innovative Teaching Models and Methods

In the realm of sustainable development education, the innovative practice of moral education courses holds special significance. To effectively integrate sustainable development education with moral education courses, innovating teaching models and methods becomes of paramount importance.[20] For instance, the introduction of novel teaching models such as project-based

learning and situational teaching provides extremely valuable directions for exploring this organic combination. Project-based learning possesses unique practicality and exploratory nature, which encourages students to actively explore and solve problems during the learning process and also fosters team spirit.[21]In moral education courses, establishing project themes related to sustainable development, such as environmental protection and resource conservation, to guide students in in-depth investigation and practice not only enhances the practical effectiveness of moral education courses but also allows students to deeply understand the significance of sustainable development through hands-on experience.[22]For example, in a moral education course at a certain middle school, teachers guided students to carry out a “Campus Waste Sorting and Recycling” project. Through stages such as field investigation, data analysis, and plan design, students profoundly understood the significance of waste sorting for environmental protection and sustainable development in practice.

The creation of specific and vivid scenarios can arouse students ‘interest in learning and trigger emotional resonance, which is the significance of situational teaching. In moral education courses, teachers can design situations related to the content of sustainable development education, allowing students to experience and feel in simulated environments.[23] When teachers integrate sustainable development education content into moral education courses, they can create corresponding situations for students to experience and feel in simulated scenarios. For example, creating a simulated World Environment Conference scenario where students negotiate environmental issues as representatives of different countries. This teaching method not only helps to improve students ‘communication and team collaboration skills but also enables them to experience the complexity of global environmental issues and their solutions in specific situations.

To verify the effectiveness of these innovative teaching models, we conducted an empirical study. We selected two parallel classes as the experimental group and the control group. The experimental group adopted project-based learning and situational teaching, while the control group used traditional teaching methods. After a semester of teaching practice, we conducted questionnaires and tests for both groups of students. The results showed that the experimental group students were significantly better than the control group in terms of their cognition, attitude, and behavioral intentions towards sustainable development. This indicates that innovative teaching models and methods have significant effects in the integration of moral education courses and sustainable development education.

In addition, we further explored the impact of innovative teaching models on students ‘learning outcomes through data analysis.

Table 5. Comparison of Evaluation Indicators for the Impact of Innovative Teaching Models on Students ‘Learning Outcomes.

Evaluation Indicators	Average Score of Experimental Group	Average Score of Control Group	Difference (Experimental Group - Control Group)	Difference Percentage (Relative to Control Group)
Degree of Mastery of Sustainable Development Knowledge	85.2	72.8	12.4	17.0%
Environmental Awareness	90.5	78.3	12.2	15.6%
Teamwork Capability	88.6	76.1	12.5	16.4%
Problem-solving Ability	87.3	74.9	12.4	16.6%

As can be seen from the table above, the experimental group scored significantly higher than the control group in all indicators, which further confirms the effectiveness of innovative teaching models and methods in the integration of moral education courses and sustainable development education. Therefore, by introducing innovative teaching models and methods such as project-based

learning and situational teaching, moral education courses have achieved remarkable results in the innovative practice of sustainable development education. These novel teaching models not only increased students' interest and participation in learning but also enabled them to deeply understand the importance of sustainable development through practice. In the future, we will continue to explore more innovative teaching methods to better achieve the organic integration of moral education courses and sustainable development education.

3.2. Enrich Teaching Resources and Methods

In today's educational system, enriching teaching resources and methods is an important factor in improving the quality of education and promoting the all-round development of students. Especially in the context of technological development and the widespread application of the Internet, various modern teaching technologies can be used to expand teaching resources, thereby developing teaching aids that integrate moral education courses with sustainable development education.

The use of multimedia technology brings more development opportunities to teaching.[24] Teachers can use multimedia forms such as audio, video, and animation to present teaching content more intuitively, thereby stimulating students' enthusiasm for learning. Taking moral education courses as an example, multimedia can be used to play videos on themes such as environmental protection behavior and social responsibility, which will allow students to more deeply understand the significance of sustainable development while watching.[25] In addition, multimedia resources can be used by teachers to design interactive teaching activities, such as role-playing and situational simulation, thereby enhancing students' participation and practical abilities.

Furthermore, the Internet is a vast source of information, providing a variety of resources for teaching. With the help of search engines, online education platforms, and other tools, teachers can obtain the latest information, cases, and data related to moral education courses and sustainable development education. These pieces of information, cases, and data can not only enrich the teaching content but also help students broaden their horizons and deepen their understanding of practical issues.[26] In addition, with the help of online collaboration tools, students can engage in remote discussions and team collaboration, thereby cultivating their communication skills and team spirit.[27]

When developing teaching aids that integrate moral education courses with sustainable development education, the combination of theory and practice is an aspect that must be emphasized.[28] Specifically, one can start with the analysis of typical cases of sustainable development, exploring the elements of moral education contained therein, such as environmental awareness and social justice, and then integrate these elements into teaching materials. At the same time, data analysis methods can be used to quantitatively evaluate relevant indicators of sustainable development, thereby more intuitively presenting the achievements and challenges of sustainable development. For example, by collecting and comparing sustainable development data from different regions, corresponding data analysis tables can be created (as shown in Table 7), which helps students better understand regional differences in sustainable development.

The use of modern teaching technologies such as multimedia and the Internet to enrich teaching resources and develop teaching aids that integrate moral education courses with sustainable development education is of great significance. This not only enhances students' enthusiasm for learning and practical skills but also helps to cultivate their international vision and sense of mission. In the future

development of education, the exploration and innovation of teaching methods and means should continue to advance to meet the needs of the times and promote the all-round development of students.

Table 6. Comparison of Sustainable Development Indicators in Different Regions.

Region	GDP Growth Rate	Per Capita Carbon Emissions	Renewable Energy Utilization Rate	Population Density (People per Square Kilometer)	Proportion of Green Buildings	Public Transportation Usage Ratio
Beijing	5.1%	7.0 Tons per Person	30%	1300	50%	65%
Shanghai	5.7%	6.5 Tons per Person	35%	3800	55%	70%
Guangdong	5.5%	7.2 Tons per Person	28%	700	40%	55%
Sichuan	7.0%	2.5 Tons per Person	81%	140	45%	60%
Jiangsu	5.4%	6.0 Tons per Person	25%	750	40%	50%
Zhejiang	5.7%	5.5 Tons per Person	19.9%	600	45%	55%
Shandong	5.5%	6.8 Tons per Person	20%	600	35%	45%
Hubei	5.5%	5.8 Tons per Person	22%	300	30%	40%
Hunan	4.9%	5.0 Tons per Person	20%	300	35%	45%
Shanxi	4.8%	6.2 Tons per Person	25%	180	30%	40%
Gansu	5.5%	7.5 Tons per Person	50.1%	70	25%	35%
Ningxia	4.8%	21.0 Tons per Person	31.0%	90	20%	30%
Qinghai	5.0%	5.0 Tons per Person	55%	7	20%	30%
Xinjiang	4.5%	16.0 Tons per Person	30%	14	25%	35%

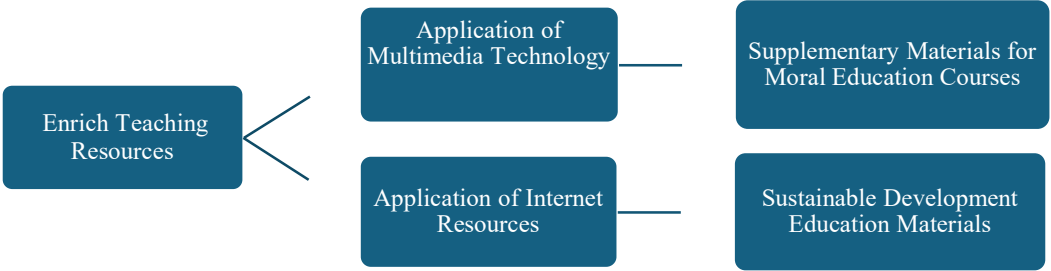


Figure 2. Approaches to Sustainable Development Education

4. Research Results

4.1. Assessment Methods and Indicators

When integrating and innovating moral education courses, it is crucial to comprehensively and scientifically assess their effectiveness. This not only considers the outcomes of practical activities but also provides strong support for subsequent improvements and enhancements.[29] Therefore, this study will focus on exploring the methods and indicators for assessing the outcomes of the integration and innovation practices in moral education courses.[30]

To ensure the comprehensiveness and accuracy of the assessment results, a variety of data collection and analysis methods will be considered in the selection of assessment approaches.[31]Specifically, a combination of questionnaires and interviews will be used, allowing quantitative and qualitative data to corroborate each other, thereby more thoroughly investigating the actual effectiveness of the integration and innovation practices in moral education courses.[32]The questionnaire will be distributed to a broad student population, using a multi-dimensional indicator design to collect data from students regarding their perceptions, attitudes, and behaviors related to the integration and innovation practices in moral education courses.[33]As for interviews, they will primarily target important stakeholders such as teachers and school administrators, using in-depth exchanges to explore their views, feelings, and suggestions about the relevant practical activities, thereby obtaining more detailed and in-depth insights.[34]

When constructing the assessment indicator system, it is necessary to follow the principles of scientific, systematic Ness, and operability, and in conjunction with the specific goals and characteristics of the integration and innovation practices in moral education courses, to create a multi-level indicator system.[35]These indicators can cover multiple dimensions such as knowledge mastery, ability enhancement, attitude transformation, and behavioral manifestation, thereby fully reflecting the development and improvement of students in the integration and innovation practices of moral education courses.[36]Additionally, factors such as teachers ‘teaching effectiveness and the school’s level of support will also be considered for inclusion in the assessment system, thereby providing a more comprehensive evaluation of the overall effectiveness of the practical activities.[37]

To more intuitively present the assessment results, data analysis techniques will be employed to organize, analyze, and visually present the collected data.[38]By creating tables and charts, the specific values and trends of various indicators can be clearly displayed, thereby more intuitively presenting the effects produced by the integration and innovation practices in moral education courses.[39]This helps people to have a deeper understanding of the outcomes and issues of the practical activities, providing strong support for subsequent optimization and improvement.

Furthermore, we will also analyze specific cases to further verify the effectiveness and feasibility of the assessment methods and indicators.[40] By selecting representative schools or classes as case study subjects, we can deeply analyze their experiences and practices in the integration and innovation of moral education courses, explore the reasons for their success or failure, and thereby provide beneficial references and examples for other schools or classes.

Table 7. Analysis of Case Studies on the Integration and Innovation of Moral Education Courses.

School Name	Moral Education Curriculum System	Specific Practice Content	Successful Experience	Challenges Faced
		Curriculum-Based Education: Constructing a Moral Education Curriculum System and	Curriculum System Improvement: A Systematized Moral Education	Resource Coordination: It Is Necessary to Coordinate On-Campus and Off-Campus

Lige Experimental School, Shuangliu District, Chengdu City	Cultivation of a Sound Personality	Designing and Implementing Moral Education Activities.	Curriculum System Has Been Formed.	Resources to Ensure the Smooth Conduct of Practical Activities.
		Activity-Based Education: Cultivating Students Patriotic Sentiments through Young Pioneers Activity Classes, Themed Class Meetings, and Other Activities.		
		Practice-Based Education: Establishing In-School Practice Activity Bases and Conducting Off-Campus Study-Practice Activities.	Diversified Practical Activities: Enhancing Students 'Practical Abilities and Moral Quality through a Variety of Practical Activities.	Improvement of the Evaluation System: There Is a Need to Further Improve the Moral Education Evaluation System to Ensure the Scientific Assessment of Moral Education Outcomes.
Langan Middle School Affiliated to Chongqing No.8 Middle School	School-Based Curriculum Development	Aspiring to Excellence: Developing School-Based Curricula to Awaken Students Moral Awareness.	School-Based Curriculum Features: School-Based Moral Education Curricula with Unique School Characteristics Have Been Developed.	Difficulty in Curriculum Implementation: The Implementation of School-Based Curricula Requires Teachers to Possess a High Level of Professional Quality.
		Practical Activities: Organizing Students to Participate in Community Service, Environmental Protection Promotion, and Other Practical Activities.	High Student Participation: Through School-Based Curricula, the Participation and Enthusiasm of Students Have Been Improved.	Insufficient Resources: Some Practical Activities Are Difficult to Continue Due to Insufficient Resources.
Mengen Experimental Primary School, Kerwin District, Tong Liao City	Encountering Education	Cultural Education: Creating a Positive Moral Education Atmosphere through Campus Culture Construction.	Strong Cultural Atmosphere: A Positive Moral Education Atmosphere Has Been Formed through Campus Culture Construction.	Teacher Training: There Is a Need to Strengthen Moral Education Training for Teachers to Improve Their Moral Education Competence.
		Activity-Based Education: Carrying out a Rich and Diverse Range of Moral Education Activities, Such as Classic Recitation and Volunteer Service.	Diversified Activity Formats: Enhancing Students 'Moral Quality through a Variety of Moral Education Activities.	Home-School Cooperation: There Is a Need to Further Strengthen Home-School Cooperation to Form an Educational Synergy.

		Geographical Study-Travel: Developing School-Based Curricula for Geographical Study-Travel to Enhance Students 'Practical Abilities.	Enhanced Practical and Inquiry Skills: Through Study-Travel, Students 'Practical and Inquiry Abilities Have Been Strengthened.	Difficulty in Course Design: The Design of Study-Travel Courses Requires a High Level of Professional Competence.
Ning nan Middle School	School-Based Curriculum for Study-Travel	Practical Activities: Organizing Students to Participate in Geographical Study-Travel to Understand Nature and Society.	Curriculum Innovation: Innovative School-Based Study-Travel Curricula Have Been Developed.	Safety Issues: Safety Concerns during Study-Travel Need Special Attention.

4.2. Analysis of the Evaluation Results

After in-depth statistics and analysis of the collected evaluation data, it is possible to comprehensively explore the effects and existing problems of the integration and innovation practice of moral education courses.[41]A comprehensive exploration of the effects and problems of the integration and innovation practice of moral education courses requires the evaluation of multiple aspects of content, such as students 'mastery of moral education course knowledge, their degree of active participation in the classroom, and the transformation of moral concepts and behaviors.[42]To ensure the objectivity and accuracy of the results, quantitative and qualitative research methods were integrated in the analysis.

Firstly, regarding students 'understanding of the content of moral education courses, after the integration and innovation practice, their comprehension ability has significantly improved.[43]Comparing the test scores before and after the practice, it can be found that students 'scores in moral concepts and moral situation analysis have significantly increased.[44]Such results show that innovative teaching methods and techniques have a positive promoting effect on students 'in-depth understanding and grasp of moral education knowledge.[46]

Secondly, in terms of classroom participation, the data indicates that after the integration and innovation practice, students 'classroom participation has significantly increased.[47] Specifically, students 'frequency of speaking up in class has increased, group discussions have become more active, and their response to classroom activities has become more positive. These phenomena have promoted the improvement of classroom atmosphere and the cooperation and exchange among students.[48]

Through questionnaires and observations, we found that in terms of moral cognition and behavioral transformation, students have shown more moral behaviors in daily life, such as respecting the elderly, caring for children, and being honest.[49]Moreover, when facing moral dilemmas, they can analyze and solve problems more rationally.[50]All of this shows that the integration and innovation practice of moral education courses have had a positive promoting effect on students 'moral quality and behavior.

However, during the evaluation process, we also encountered some problems. First, some students did not fully value moral education courses, thinking that they are not as important as the main subjects.[51] As a result, their investment in the study of these courses may be limited. Second, although the integration and innovation practice have improved students 'classroom participation, some students still show a passive and negative attitude.[52]In view of this situation, it is suggested that further efforts should be made to promote and educate about moral education courses to enhance students 'understanding of their value.[53]At the same time, teachers need to pay attention to changes in students 'learning attitudes and emotions, and adjust teaching strategies in time to stimulate students 'interest in learning.[54]

Table 8. Evaluation and Analysis of the Integration and Innovation Practice of Moral Education Courses.

Evaluation Dimensions	Key Indicators	Evaluation Criteria
Integration Degree of Moral Education Content	The Degree of Integration between Moral Education Content and Subject Content	Highly Integrated and Content Appropriate
Innovativeness of Teaching Methods	The Diversity and Novelty of Teaching Methods	Diverse Methods and Innovative
Students 'Learning Enthusiasm	Students 'Participation and Interest in Moral Education Courses	Students Participate Actively and Have a Strong Interest
Sustainability of Moral Education Outcomes	The Manifestation of Moral Education Outcomes in Students 'Daily Behavior	Moral Education Outcomes Lasting and Behavioral Change
Enhancement of Teachers 'Professional Quality	The Professional Quality Performance of Teachers in Moral Education Courses	Teachers 'Professional Quality Significantly Improved
Home-School Cooperation and Community Participation	The Degree of Home-School Cooperation and the Utilization of Community Resources	Close Home-School Cooperation and Community Support
Overall Evaluation and Directions for Improvement	Comprehensive Evaluation of the Integration and Innovation of Moral Education Courses	High Course Quality and Strong Innovation
Scoring Situation	Data Analysis	Problems and Improvement Suggestions
85	Subject Content and Moral Education Content Are Effectively Integrated, but There Is Still Room for Improvement	Strengthen the Deep Integration of Moral Education and Subject Content, and Avoid Rigid Insertion
75	The Teaching Methods Have Some Innovation, but More Diversified Teaching Means Are Needed	Introduce More Modern Teaching Tools and Methods, Such as Interactive Teaching and Scenario Simulation
90		Continue to Maintain and Strengthen the Exploration and

	Students Show a High Level of Interest and Enthusiasm in Learning	Guidance of Students 'Interests
70	The Effects of Moral Education Have Begun to Emerge, but Longer-Term Observation and Verification Are Needed	Strengthen the Follow-Up Evaluation of Moral Education Outcomes to Ensure the Long-Term Effects of Moral Education Practice
80	Teachers Have Shown a High Level of Professional Quality in Moral Education Courses	Provide More Teacher Training Opportunities to Promote Professional Growth of Teachers
65	Home-School Cooperation Needs to Be Strengthened, and the Utilization of Community Resources Is Insufficient	Strengthen Home-School Communication and Cooperation, and Actively Introduce Community Resources to Form an Educational Synergy
78	Moral Education Courses Have Achieved Certain Results in Integration and Innovation	Continuously Optimize Course Content and Teaching Methods, and Strengthen Evaluation and Feedback Mechanisms

5. Conclusions and Prospects

5.1. Conclusions

This study focuses on the integration and innovation of moral education courses within the context of sustainable development education. Through in-depth analysis and practical exploration, the following main research conclusions have been drawn.

There is a clear complementary and synergistic relationship between moral education courses and sustainable development education, which deserves attention first. Moral education courses focus on the cultivation of students 'moral qualities, sense of social responsibility, and personal literacy, while sustainable development education emphasizes the understanding and action of environmental, economic, and social sustainability. If the two are combined, it will not only help broaden students 'knowledge horizons but also improve their comprehensive quality and problem-solving abilities.

The study shows that incorporating the concept of sustainable development into moral education courses can effectively enhance students learning motivation and participation. If moral education courses include practical cases, topic discussions, and project practices related to sustainable development, they will become more vivid, interesting, and challenging, thereby arousing students 'interest and initiative in learning.

The study also demonstrates the significant promoting role of moral education courses in the construction of school sustainable development culture. Moral education courses are an important

part of school education, and the integration and innovation practice of these courses have many meanings. They can not only improve students' personal literacy but also create a good atmosphere in the campus that values sustainable development and advocates green life, thereby promoting the sustainable development of schools and even communities.

This study provides useful references for the integration and innovation of moral education courses in both theoretical and practical aspects. If moral education courses integrate the concept of sustainable development education, they will be more in line with the needs of the times and cultivate new-era youth with noble character and sustainable development awareness and capabilities. In addition, this study also provides empirical support for the value of school education in promoting sustainable development, which is beneficial to the in-depth exploration and development of the education field. Therefore, this study deeply explores the integration and innovation of moral education courses in sustainable development education, shows the internal connection and synergistic effect of the two, and provides new directions and ways for the development of moral education courses towards sustainable development.

5.2. Limitations and Prospects

When discussing the limitations of this study, it is necessary to clarify that the limitations of research methods and data collection may affect the accuracy and general applicability of the results. Since this study is mostly based on samples from specific regions or schools, the results may be limited in terms of promotion. In addition, the integration and innovation of moral education courses is an ongoing process, and this study may not fully cover all the changes and difficulties in this process.

In the future development, sustainable development education is highly concerned globally, and the integration and innovation research of moral education courses in this field will have great development space. Under the background of increasing global attention to sustainable development education, moral education courses will play a more critical role in this field. Further in-depth exploration of more efficient integration methods between moral education courses and sustainable development education, thereby cultivating students' environmental awareness, sense of social responsibility, and global citizenship, can be a direction for future research.

With the continuous development of technology, exploring the use of digital technology to enhance the teaching effectiveness of moral education courses is also a research-worthy direction. For example, virtual reality (VR) technology can create an immersive learning environment for students, or big data analysis can accurately assess students' learning needs and progress.

Therefore, although this study has achieved certain results, it still has limitations. In the future, the integration and innovation research of moral education courses in sustainable development education has great potential and significance. The construction of a sustainably developing future society requires students to have comprehensive quality. Continuously innovating the content, teaching methods, and evaluation system of moral education courses will help cultivate students' comprehensive quality and contribute to the construction of a sustainably developing society.

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