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SUSTAINABLE SOLUTIONS FOR MORAL EDUCATION OF STUDENTS IN PEDAGOGICAL UNIVERSITIES

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Purpose. This article aims to examine and analyse the real-world outcomes of moral education for students in primary, secondary, and high schools across various regions of Vietnam. By investigating the relationship between the results of moral education at the general education level and the qualities and competences of teachers, the study aims to determine the requirements for pedagogical universities in the field of moral education of future teachers.
Results. The state of moral education for students at the general education level has seen some successes in both educational content and methods. However, challenges and inadequacies persist, such as outdated educational content, lack of creativity in teaching methods, and insufficient knowledge and skills among teachers to conduct effective moral education. The quality of moral education remains uneven, and students still exhibit ethical violations. Negative behaviours among students, such as using profanity, skipping classes, cheating in exams, and showing disrespect towards teachers, remain quite common. The reasons for this are related to various factors, among which teachers play a central role in determining the quality and effectiveness of moral education.
Scientific novelty. The current state of moral education for students in primary, secondary, and high schools reflects regional representation and thus provides a basic overview of moral education at the general education level in Vietnam. From the incomplete and outdated educational content and students' unethical behaviour, the article identifies the root causes of these issues. The core problem lies in the lack of knowledge and skills among teachers, including subject knowledge, general social knowledge, and the ability to integrate moral education into each subject. The knowledge and skills gap among teachers partly originates from the training and professional development processes of pedagogical universities.
Practical value. The results of moral education for students at the general education level reflect the meeting of quality and competency requirements of teachers – a product of pedagogical universities. Therefore, the analysis and evaluation of the current state serve as the basis for proposing moral education solutions for students at pedagogical universities. Perfecting moral education solutions for pedagogical students holds high practical significance in the context of the ongoing Industrial Revolution 4.0, characterised by rapid digital transformation in education. The ethical issues in the use of artificial intelligence and in the development of open educational resources need to be updated. The recommended moral education solutions for students are expected to inspire pedagogical universities to think more deeply and pave the way for in-depth research to meet new training requirements. If these solutions are effectively implemented, they will contribute to the sustainable development of moral education at the general education level in a rapidly changing society.

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Key words: students, pedagogy, moral education, teacher qualities and abilities, teacher training.

1. Introduction

Moral education for students is always a crucial activity within schools. For pedagogical universities, the role of moral education for their students becomes particularly significant because these future educators will instill core moral values in their pupils, which will subsequently spread throughout society. Therefore, the formation of knowledge and competencies as graduation standards for pedagogical students becomes essential.

In Vietnam, the Ministry of Education and Training (2022) issued the "Document set guiding moral education and lifestyle activities for pupils" and mandated its implementation across general education levels. Moral education is not limited to the Civic Education subject but is integrated into other subjects as well. Although pedagogical universities have academic autonomy, their reliance on this document set is inevitable, as their responsibility is to train individuals to implement these guidelines. Moreover, since moral education is integrated into all subjects, the requirements for the qualities and competencies of students in moral education apply to all training disciplines. Thus, fostering moral qualities and educational skills in pedagogical students should be a priority for these universities.

If pedagogical university students possess good qualities, strong competencies, and continuously updated knowledge, the results of moral education for their future students will be more effective. This cause-and-effect relationship is organic and necessary. Therefore, analysing practical research on the outcomes of moral education for students in general education schools to propose moral education solutions for pedagogical students is essential. Furthermore, given the global impact of the Industrial Revolution 4.0 and the negative influences from the market economy and the internet, this research becomes even more urgent.

This article aims to examine and analyse the real-world outcomes of moral education for students in primary, secondary, and high schools across various regions of Vietnam. By exploring the link between moral education results at the general education level and the qualities and competencies of teachers, the study seeks to identify the requirements for pedagogical universities in the moral education of future educators. The analysis combines Vietnamese practical insights with international experiences, hoping to achieve an accurate and objective assessment.

2. Review of literature

According to the Cambridge Dictionary (2024), morality is a set of personal or societal standards for good or bad behaviour and character. Thus, student morality refers to the principles and values that guide the behaviour and decision-making processes of students within the educational environment. It encompasses how students conduct themselves, treat others, and engage in their academic responsibilities.

In Vietnam, as per the guidelines of the Ministry of Education and Training (2018), the expected outcomes of moral education for students are: i) Integrity in academic work, ensuring academic honesty and counteracting cheating behaviours

such as copying others' work or using unauthorised resources during exams; ii) Polite and respectful language towards teachers, peers, and staff, treating everyone fairly without discrimination; iii) Responsibility and accountability by meeting deadlines, acknowledging mistakes, and learning from them; iv) Active participation in class discussions and group activities, continuously seeking knowledge and committing to learning; v) Responsible and ethical use of school facilities, respecting and protecting school property; vi) Good personal conduct by maintaining a positive and constructive attitude, being mindful of digital etiquette and cybersecurity.

According to Pham (2017) and Le (2023), most students in high schools and universities in Vietnam have a patriotic spirit and preserve national cultural identity. Among those surveyed, 98 % expressed a preference for caring for family members; 92 % felt regret and distress when lying or being dishonest; and 97.9 % supported righteousness and criticised wrongdoing. Most pupils lead healthy lifestyles, share and support others, and participate in humanitarian activities. However, there is still a significant number of pupils who lack ambition, are indifferent to political and social issues, and cannot define life goals and ideals. Some pupils exhibit moral decline, engage in social vices, and violate laws. Certain pupils prioritise materialism and selfishness, prefer indulgence, competition, and extravagance, and devalue spiritual values. Some do not care about the community, live reclusively, and emphasise individualism. Many pupils prefer enjoyment and pay little attention to civic duties and responsibilities. In the digital education environment, cheating in exams and dishonest use of Open Educational Resources (OER) remain quite common among pupils. These are concerning issues, especially as the quality of practical education remains low and digital transformation progresses rapidly.

The decline in morality among pupils is also evident in many other places. Many countries emphasise honesty and integrity in academic settings, especially in open education environments where Artificial Intelligence (AI) is rapidly developing. Goddiksen et al. (2021) pointed out that pupils from elementary to university levels in Denmark, Ireland, and Hungary are generally willing to take significant personal responsibility to address their friends' cheating behaviours, often preferring this over reporting them. However, in making the right decision, they also experience tension and regret. The authors suggest that considerations of loyalty and tension are cross-cultural challenges. Bacha et al. (2012) indicated that high school pupils in Lebanon frequently violate academic ethics, especially dishonesty in exams and writing assignments, and recommend early moral education and creating a positive, transparent, and honest learning environment. In Taiwan, research by Chang et al. (2015) found that copying and pasting behaviours were more common among 10th and 12th-grade pupils than those in other grades, with more male pupils engaging in this behaviour than females; the researchers recommend enhancing moral education across all general education schools.

The evaluations from high schools mentioned above are related to the moral education of university students. As Namgung (2022) pointed out, the rational,

emotional, and intuitive factors of an individual will affect their later moral judgments; therefore, future moral education methods must consider the process that the agent goes through to train them to deal with ethical situations. This also affirms that enhancing the effectiveness of moral education for pedagogy students is always a sustainable solution. In reality today, the phenomenon of ethical violations among students is not uncommon. Fischman & Gardner (2023) reported that university students not only cheat and openly discuss their cheating behaviours but also feel no remorse, even rationalising and justifying their academic dishonesty. The cause is that students tend to prioritise themselves and their own success over a sense of community responsibility; thus, they study primarily to obtain a university degree rather than to develop and enhance their thinking as expected by their instructors – a discrepancy that needs to be addressed between students and instructors.

Universities succeed in their mission when students meet the learning outcomes in terms of knowledge and skills in their subjects. Students who cheat without being detected receive credit for academic results without acquiring the necessary knowledge and skills of the subject. This issue is very serious, as most university students report cheating at least once during their university studies (Jensen et al., 2002). The rate of at least one instance of cheating among students has been reported as 23 % in the 1940s (Drake, 1941), with more recent rates being 74 % (Jendrek, 1992; West et al., 2004) and even as high as 90 % (Graham, 1994).

Cheating in universities is a significant concern. In the context of digital transformation, where AI is permeating all aspects of education, honesty and accountability become crucial qualities in the moral conduct of each learner. In Vietnam, when researching the development of open pedagogy, Tuan (2025) emphasised the ethical factor of students and highlighted educational solutions to raise awareness for students in the context where artificial intelligence is truly present in teaching and learning activities.

The questions this paper seeks to address are:

1. What is the current state of moral education for students in general education schools in Vietnam, and what are the causes of this situation?

2. What are the specific reasons for success and the limitations of moral education in current general education schools?

3. Given the current state of moral education outcomes in general education schools, what solutions for moral education in pedagogical universities need to be implemented?

These unexplored aspects, though focused on specific cases, will offer valuable insights for proposing teacher training solutions in countries with similar conditions to Vietnam. The emphasis is placed on the importance of honesty and academic integrity in learning activities. Moreover, as artificial intelligence is rapidly developing, equipping students with tools to navigate through various complex ethical considerations surrounding the development and use of this technology becomes imperative (Usher & Barak, 2024). Considering all these factors is necessary to propose

sustainable moral education solutions for students.

3. Methodology

To identify the current state of moral education outcomes for pupils in general education schools in Vietnam, in addition to existing evaluations of teaching activities, the following materials and methods have been utilised:

Document review: a systematic evaluation of articles, reports, and academic case studies on moral education for students in general education schools is conducted. Through this review, the strengths and challenges of moral education activities in general education schools are identified. The analysis aims to highlight the strong points, weaknesses, and underlying causes of the situation, with a particular emphasis on the role of teachers in both the successes and limitations of moral education for students at the general education level.

Stakeholder survey: questionnaires and interviews are conducted with educators, administrators, and students to capture their perspectives on the outcomes of moral education for students in general education schools and its relationship with teacher training results at pedagogical universities. This method facilitates comparison and assessment, providing quantitative and qualitative insights for an accurate understanding of the current state.

Case studies: three case studies on moral education for pupils in general education schools were selected. Each study was conducted in different regions and at different educational levels (one in primary school, one in middle school and one in high school). These research results helped to clarify the current state of moral education for pupils in general education schools in Vietnam.

Data analysis: data collected from document reviews, policy analyses, stakeholder surveys, and case studies were systematically analysed using qualitative and quantitative methods. Thematic analysis and descriptive statistics were used to identify the achievements and challenges in moral education; the causes of the issues were also examined to find the relationship between moral education outcomes and the necessary moral qualities of general education teachers.

By using this combination of materials and research methods, the paper identifies the knowledge and skill gaps of general education teachers in moral education for pupils. This serves as a foundation to propose comprehensive and in-depth solutions for teacher education institutions to improve their training programs.

4. Results and discussion

To achieve the research objectives, the data obtained through the synthesis and analysis of documents, as described, were used to review, discuss, and present the results. Case studies were analysed based on the actual context and conditions of the research areas, then compared with other findings and practical experiences to ensure accurate assessments.

4.1. The research results at primary schools were conducted in Ham Thuan Nam district, Binh Thuan province (Vu, 2023). This locality is situated in the central region of Vietnam, where the community cultural environment has not been significantly

impacted by the market economy and digitalisation in education, and socio-economic conditions remain relatively challenging. The survey involved 184 participants (including 36 primary school administrators and 148 teachers selected as representative samples at primary schools in the district). The survey data were evaluated using a four-level Likert scale. The average scores for the results of moral education content in primary schools are described in Table 1.

Table 1

Results of moral education content implementation in elementary schools of Ham Thuan Nam district

Order	Moral education contents	Average scores
1	Respect the legitimate rights and interests of organisations and individuals	2.97
2	Sympathise and be tolerant of other people's wrongdoings	2.47
3	Respect differences	2.97
4	Consciously assess one's own strengths and weaknesses	3.09
5	Actively seek and be creative in learning	3.14
6	Participate and mobilise others to serve the community	2.38
7	Be ready to fight to protect justice, protect good people and good things	2.18
8	Be honest in studying and in life	2.47
9	Be aware and act according to justice	2.89
10	Be self-aware	2.98
11	Responsible for family	3.00
12	Responsible for society	2.41

Source: processed from survey data at primary schools in Ham Thuan Nam district.

The data show that teachers' efforts to stimulate pupils' curiosity and learning and help them become self-aware and responsible for their families are rated as fairly good (with average scores from 3 to 3.14 out of 4). The contents that received a lower value mainly pertain to the education of honesty, specifically: willingness to stand up for what is right, defend good people and good deeds (2.18/4), and teaching honesty and combating dishonest behaviours (2.47/4). The content group related to educating pupils' responsibility, such as participating in and encouraging others to serve the community (2.38/4) and being responsible to society (2.41/4), scored low.

The survey results align with the school's summarised experiences. Since the implementation of the 2018 General Education Program, the competency-based teaching method has proven effective. Most administrators and teachers have positive evaluations of the overall teaching method reforms, including moral education. However, the education of honesty and responsibility towards society remains rated low. This assessment seems to have an organic relationship with the context of moral education for students in universities, not only in Vietnam, as mentioned in the literature review. From this assessment, one of the solutions that need to be strengthened for pedagogical students is to raise their awareness, with an emphasis on the education of honesty and a sense of social responsibility.

The results indicate that the success of moral education tends to focus on fostering creativity, a love for learning, and familial responsibility in pupils. However, there remain gaps in the education of honesty and social responsibility. By dividing the

12 criteria in Table 1 into three groups of qualities: Education of kindness (criteria 1, 2, 3), Education of diligence (criteria 4, 5, 6), Education of honesty (criteria 7, 8, 9), and Education of responsibility (criteria 10, 11, 12), we can visualise the outcomes of moral education in the elementary schools of Ham Thuan Nam district through Figure 1.

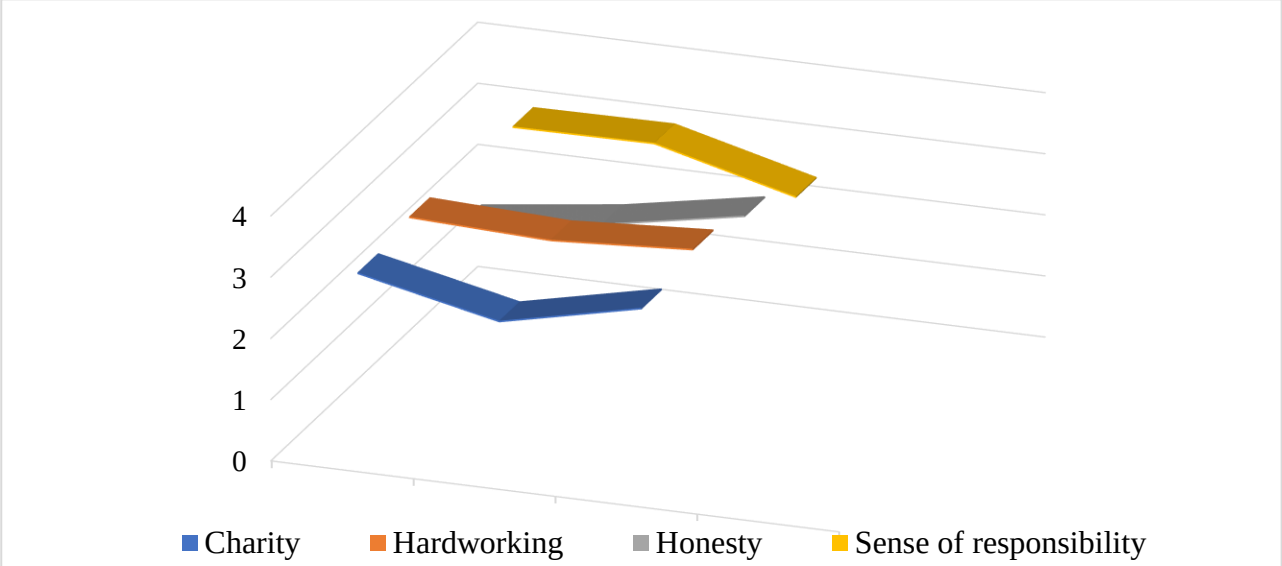

Figure 1. Results of implementing moral education content in primary schools

Source: illustration from the average score evaluation results according to survey data.

The visual representation in Figure 1 shows that the results achieved in educating the virtue of honesty are at a lower level compared to other educational contents. The causes, according to interview responses, predominantly stem from the teachers. Many teachers have not fully grasped the importance of moral education; some have not innovated their teaching methods, their role modelling is not exemplary, and integrating moral education into other subjects remains uncoordinated and lacks depth. There are even cases where some teachers are not honest themselves and fail to set a good example for pupils. Many teachers also lack the knowledge and skills necessary to effectively incorporate moral education into their subjects.

4.2. The current status of moral education for junior high school students was surveyed in Can Duoc district, Long An province (Dang, 2024). This province, located in the Mekong Delta, has relatively lower educational achievements compared to other regions in Vietnam. The survey involved 410 participants, including 34 school administrators, 76 teachers, 100 parents, and 200 secondary school pupils.

The survey results showed an optimistic evaluation of moral education content for pupils. Up to 96.7 % rated kindness education as good and 3.3 % as fair; 94.5 % rated diligence education as good and 5.5 % as fair; 95.7 % rated social responsibility education as good and 4.3 % as fair. However, for honesty education, 0.71 % rated it as average, 95.7 % as good, and 3.59 % as fair. Although these results are viewed optimistically, honesty education still has the lowest results. This is consistent with the general situation and with other survey results. Interview responses indicate that the low effectiveness of honesty education is partly influenced by social media. The prevalence of lying and fraud on social media has negatively impacted pupils.

However, some administrators believe the teacher factor remains crucial. Teachers have not been able to instill in pupils a sense of vigilance and resistance to social negativity.

Explaining why the evaluation results are somewhat optimistic, discussions with graduate students at Saigon University revealed that they are a consequence of regional culture. In this region, people live with an always optimistic mindset, rich in kindness and forgiveness. They are often satisfied with the achieved results. Morality, being a cultural attribute, is therefore influenced by these trends.

When discussing the teaching staff, many graduate students believe that some teachers lack the knowledge and skills to integrate moral education into their subjects. Many teachers have not sufficiently updated their knowledge about digital transformation, the negative impacts of the market economy, and globalisation to incorporate them into their subjects. Particularly, teachers' skills in open pedagogical practice, creating and developing OER are very weak. They lack the knowledge and skills to guide pupils in practice. So sometimes teachers want to hide their embarrassment. That is also a sign of dishonesty.

4.3. A survey on moral education in high schools conducted in Ho Chi Minh city (Le, 2013) with 120 pupils and 60 teachers participating. Ho Chi Minh City has one of the highest socio-economic development levels in Vietnam; the impacts of the market economy, digitalisation, and globalisation are also very strong here.

When asking pupils about behaviours they had violated, the responses were: "Using profanity or swearing" with 69.2 % having violated, of which 19.2 % frequently violated; "Skipping classes" with 39.25 % having violated, 12.5 % frequently violated; "Cheating in tests and exams" with 37.5 % and 11.7 %, respectively; "Fighting" with 46.2 % and 7.5 %; "Disrespecting teachers" with 27.5 % and 1.7 %. The causes of these behaviour violations as assessed by teachers and pupils are shown in Table 2.

Table 2

Causes of violations of moral behaviour of high school students

Oder	Causes of Violations	Rating percentage
1	Family and society have not paid attention to coordinating with schools	87.6
2	Parents, relatives and teachers have not been exemplary	76.7
3	Content of moral education is not practical and not up to date	68.3
4	Changes in the psychology and physiology of the age group	73.3
5	Negative impacts of the market economy	61.6
6	Several teachers have not paid attention to moral education activities	48.3
7	There is not good coordination between schools, families and society	56.6
8	The impact of the law is not strict and not tight	23.3

Source: extracted from survey data (Le, 2013).

The data in Table 2 show that the causes that most influence moral education for pupils are: family and society not coordinating with schools in moral education (87.6 %); parents, relatives, and teachers not being role models (76.7 %); psychological and physiological changes at this age (73.3 %); outdated moral education content

(68.3 %); negative impacts of the market economy (61.6 %); and lack of coordination between schools, families, and society (56.6 %); and several teachers have not paid attention to moral education activities (48.3 %).

Among all these causes, the factors related to schools and teachers (factors 1, 2, 3, and 7) contribute the most significantly. Causes originating from outside the pupils themselves account for 87.5 % (7 out of 8 surveyed causes), while only 1 out of 8 causes (accounting for 22.5 %) comes from the pupils themselves. This result reaffirms that for moral education to be effective, the roles of schools and families are decisive, with teachers holding a particularly important position. Teachers directly influence pupils and act as a bridge between schools and families.

Moreover, teachers are uniquely positioned to foster an environment of ethical behaviour and moral reasoning. Their day-to-day interactions with pupils provide opportunities to instill values and exemplify integrity through both curriculum and personal conduct. When teachers embody the virtues they teach, they significantly enhance the credibility and effectiveness of moral education.

However, the current landscape highlights an urgent need for improved teacher training. The analysis of causes points to a pressing necessity for pedagogical universities to develop comprehensive programs that not only address academic subjects but also integrate moral and ethical training for future educators. Providing teachers with robust frameworks and practical skills to incorporate moral education seamlessly into their teaching practice is crucial.

In essence, enhancing teacher training programs to include comprehensive moral education strategies is not just beneficial but essential. This approach ensures that teachers are well-equipped to nurture the moral development of their pupils, bridging the gap between theoretical knowledge and practical application. Such an investment in teacher education will pave the way for a more ethically grounded future generation.

Figure 2 provides a visual description of the reasons for moral behaviour violations among high school pupils in Ho Chi Minh City.

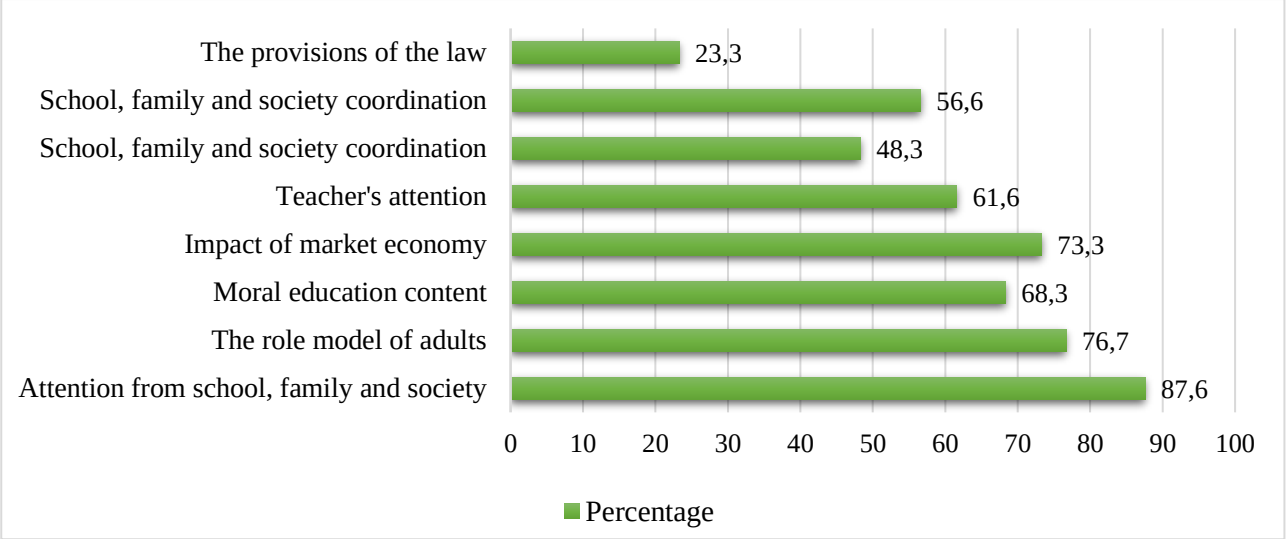

Figure 2. The proportion of causes of students violating ethical behaviour

Source: description from survey data (Le, 2013).

4.4. Discussion and recommendations. Based on the survey results on the current state of moral education for pupils in general education schools, the demands posed by globalisation, digital transformation in education, and the evolving market economy highlight the urgent need to enhance the quality of teacher training in teacher education institutions. This necessity extends beyond the training of Civic Education teachers to encompass the training of teachers in other subjects as well. Below are some recommended sustainable solutions for moral education for students in teacher education institutions:

4.4.1. Enhancing curriculum improvement: update and supplement the curriculum with content on digital transformation (such as open pedagogy practices, the creation and development of OER), globalisation issues, and the negative impacts of the market economy. Integrate moral education into all subjects to ensure that each subject incorporates elements of moral education, helping students understand the importance of ethics in all fields. Speaking of raising awareness, Soto-Pérez et al. (2022) affirmed that ideologies of justice and duty enhance the moral significance and behaviour of students, and therefore need to be considered when improving the curriculum.

4.4.2. Training teachers in moral education skills: organise courses and workshops to improve teachers' skills and knowledge in teaching ethics. Develop the ability to creatively and effectively integrate moral education into other subjects. Warnings about the ethical aspects of digital transformation and the strong penetration of artificial intelligence into life, universities need to provide students with knowledge on these issues. On the other hand, it is necessary to train digital technology skills so that they can overcome ethical challenges when integrating artificial intelligence into current learning and future teaching (Akgun & Greenhow, 2022).

4.4.3. Encouraging moral learning and practice: build a friendly and respectful learning environment that encourages pupils to practice ethical behaviours. Promote self-discipline and responsibility by setting clear standards and regulations, encouraging students to voluntarily adhere to and take responsibility for their actions. These activities help students establish self-belief and ethical values, forming standard behaviours to serve as role models for others. Universities need to pay attention that educational methods and ethical learning styles greatly contribute to shaping students' behaviour and character, while the environment plays only a secondary role (Susilowati et al., 2021). Therefore, focusing on establishing value beliefs and innovating ethical education methods needs to be emphasised.

4.4.4. Enhancing the use of technology in moral education: encourage students to use and develop OER for the school and community to support moral teaching and learning. Train them in the use of technological tools to create engaging and effective lessons. Educate them on honesty, transparency in the use of OER for open pedagogy practices, and academic integrity in learning and scientific research. Another aspect, as Yang and Qian (2025) pointed out, is that improving technical support and organising teaching must be placed within an overall strategy to impact both awareness and

behaviour to be effective. This consideration needs to be taken into account by universities when implementing this solution.

4.4.5. Continuous evaluation and improvement: conduct regular surveys and assessments to determine the effectiveness of moral education programs. Evaluate comprehensively in terms of goals, educational content, and organisational methods. Include evaluation criteria in exams and assessments to genuinely test students' knowledge and competencies. Based on the evaluation results, continuously improve and adjust programs and teaching methods, emphasising the integration of moral education into subjects. In addition to using evaluation results to improve activities, handling disciplinary actions against violating students should also be carefully considered to bring about positive outcomes. Raising awareness among management staff, lecturers, and students about disciplinary measures is very important (Asare & Adzrolo, 2013).

4.4.6. Strengthening collaboration and experience sharing: increase collaboration with educational organisations, experts, and researchers on education and digital transformation to share experiences and learn effective moral teaching methods. Create opportunities for teachers and students to participate in exchange activities, learn from successful moral education models, and gain insights to improve teaching and learning activities.

5. Conclusions

This article presents the results of a study on the moral education of primary, middle and high school students in different regions of Vietnam. From the results of the surveys at three educational levels in three different regions, we can draw some conclusions about the outcomes of moral education for pupils in general education schools in Vietnam as follows:

I. Moral education activities have been given attention by schools, gradually being organised in a systematic manner and achieving some significant results, contributing to the formation of moral qualities and behaviours in pupils. The educational content and teaching methods are gradually updated. Moral education is combined and integrated into all subjects.

II. Besides the advantages, there are still difficulties and shortcomings in moral education activities. The teaching content is not updated, especially the content on digital transformation in education, globalisation issues, and the negative impacts of the market economy. The teaching methods lack creativity, and teachers lack the necessary skills to organise activities, especially in integrating moral education into other subjects. The knowledge and skill gaps of teachers in open pedagogy practices, the use and development of OER need to be quickly supplemented.

III. The quality of moral education is uneven, and pupils still exhibit behaviours violating ethical standards. Negative behaviours such as using profanity, skipping classes, cheating in tests and exams, being disrespectful, and showing a lack of respect for teachers are still quite common. In the context of rapidly developing open pedagogy practices and the increasing use of OER, which require high self-discipline, dishonest

behaviours and cheating in learning need to be thoroughly addressed.

IV. The causes of the situation stem from multiple factors, with the most prominent being human factors. At the core of these human factors are the teachers themselves. To ensure that teachers possess the qualities, competencies, and sense of responsibility necessary for their profession, pedagogical universities must undertake significant reforms in their curricula, content, and methods of moral education.

The proposed sustainable solutions will help enhance the quality of moral education for students in teacher education institutions, aiming to meet the educational innovation requirements in the current context in Vietnam. Hopefully, the research results can also serve as a reference for regions with socio-economic conditions similar to Vietnam.

6. Limitations and future research

This research only provides preliminary suggestions for teacher training solutions in teacher education institutions to meet the moral education needs for pupils in general education schools. These are only comprehensive solutions to prepare students for their future teaching careers. Although case studies in general education schools have tried to select a sufficient range of grades and regions, they still cannot fully reflect the moral education situation of general education pupils in all regions. When developing recommendations, universities need to base on local realities to concretise appropriate solutions.

In the future, it is necessary to continue to conduct more detailed studies such as: specifying which aspects of the curriculum need improvement and how; effective methods for organising courses and workshops to enhance students' skills and knowledge; developing and applying standards and regulations that encourage students to voluntarily comply and take responsibility for their actions; identifying and acquiring the knowledge and skills needed to use technology in moral education; improving the effectiveness of exams and assessments; and lessons learned from collaboration and exchanges with domestic and international colleagues.

Conflicts of interest: the authors declare no conflict of interest in relation to this study.

Use of artificial intelligence: the authors confirm that they did not use artificial intelligence technologies during the creation of this work.

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