



# Research on the Strategy of Teacher Ethics Construction of Teachers of Ideological and Political Theory Course in Colleges and Universities under the Cultural Background of the New Era

## Abstract

Qianhui Yu\*

<sup>1</sup> Faculty of Marxism, Northeast Normal University, China, 130000.

\* Corresponding Author: [yuh100@nenu.edu.cn](mailto:yuh100@nenu.edu.cn)

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### ABSTRACT

In the contemporary cultural landscape, the cultivation of ideological and political theory course teacher ethics within higher education institutions is critically significant. This research endeavors to elucidate strategies for augmenting teacher ethics through an integrative mixed-methods framework. Employing data from surveys, interviews, literature reviews, and case studies, the study offers a comprehensive analysis of the prevailing state of teacher ethics. Quantitative analyses, including descriptive statistics, correlation, and regression, revealed substantial correlations between the ethical dilemmas faced by educators and their perceived training requirements. The qualitative inquiry, utilizing content analysis and grounded theory, underscored persistent themes such as the necessity for ongoing training, the pivotal role of exemplars, institutional backing, clarity in ethical policies, and the influence of student feedback. The findings indicate that a multifaceted strategy, integrating continuous professional development, robust institutional support, and transparent ethical guidelines, is indispensable for nurturing robust teacher ethics in higher education. This study enriches both theoretical and practical insights into teacher ethics and provides actionable insights for policymakers and educational institutions.

**Keywords:** Ideological and Political Education; Teacher Ethics; Higher Education; Mixed-Methods Research; Ethical Challenges; Institutional Support

## 1 INTRODUCTION

In the contemporary landscape of higher education, the evolving cultural backdrop of the new era presents distinct challenges and opportunities for the development of ideological and political theory course teacher ethics. As societal values shift and the educational environment grows more complex, the imperative for robust strategies to enhance teacher ethics in higher education institutions has intensified. This study aims to investigate strategies for building and improving the ethical competencies of ideological and political theory course teachers within the new era cultural context, focusing on assessing the current state, identifying pivotal challenges, and proposing effective interventions.

The new era, marked by rapid technological advancements, globalization, and shifting societal norms, has profoundly impacted the educational sector. Higher education institutions, as key agents of societal development, play a crucial role in shaping the ethical compass of future generations. Ideological and political theory course teachers are essential in instilling values and ethical principles in students. However, the evolving cultural context introduces new ethical dilemmas, such as conflicts of interest, academic integrity issues, student privacy concerns, and biases in grading. These challenges necessitate a reevaluation of existing frameworks and strategies for teacher ethics.

Despite extensive research on teacher ethics, a gap remains in understanding how these issues manifest and are addressed within the specific context of the new era cultural background. This study seeks to bridge this gap by providing a comprehensive analysis of the current state of ideological and political theory course teacher ethics and exploring effective enhancement strategies.

The significance of this research is underscored by several critical factors. Firstly, the ethical conduct of teachers directly influences the moral and intellectual development of students. Secondly, a strong ethical foundation among teachers contributes to the overall integrity and reputation of higher education institutions. Thirdly, in the rapidly evolving cultural and ethical landscape of the new era, it is imperative to ensure that teacher ethics remain relevant and effective.

The necessity of this study is further highlighted by the increasing incidents of ethical breaches in higher education, raising concerns among stakeholders, including students, parents, and policymakers. Addressing these issues requires a nuanced understanding of underlying factors and the development of targeted strategies.

The primary objective of this study is to explore and propose effective strategies for enhancing ideological and political theory course teacher ethics in higher education institutions under the new era cultural background. To achieve this, the study aims to:

1. Assess the current ethical standards and practices among ideological and political theory course teachers in higher education.
2. Identify the key ethical challenges faced by these teachers.
3. Investigate strategies and interventions to address these challenges.
4. Develop actionable recommendations for improving teacher ethics based on the findings.

The research questions guiding this study include:

- What are the prevailing ethical standards and practices among ideological and political theory course teachers in higher education under the new era cultural background?
- What are the major ethical challenges faced by these teachers?
- What strategies and interventions have been identified or implemented to address these challenges?
- How effective are these strategies in enhancing teacher ethics?

To address these research questions, the study employs a mixed-methods approach, combining quantitative and qualitative techniques. Data sources include surveys, questionnaires, interviews with key stakeholders, an extensive literature review, and case studies of universities with robust ethical frameworks. Quantitative analysis involves descriptive statistics, correlation analysis, and regression analysis to identify patterns and relationships. Qualitative analysis utilizes content analysis and grounded theory to develop a deeper understanding of the themes and constructs underlying teacher ethics.

This study is expected to significantly contribute to the field of educational ethics by providing a comprehensive and nuanced understanding of ideological and political theory course teacher ethics in the new era cultural context. The findings will offer valuable insights for higher education institutions, policymakers, and educators, aiding in the development of effective strategies to enhance teacher ethics. Ultimately, this research aims to foster a more ethical and integrity-driven educational environment, promoting the holistic development of students.

## 2 RELATED WORKS

The exploration of ideological and political theory course teacher ethics within higher education institutions under the new era cultural background has been a subject of growing interest in academic research. Several studies have contributed significantly to understanding the complexities and challenges of this domain.

In the context of higher education, Tang (2023) has focused on the innovative teaching discourse in ideological and political theory courses, emphasizing the importance of discourse innovation in enhancing the effectiveness of these courses. The research highlights the significance of adopting creative and interactive approaches to engage students, foster critical thinking, and promote a deeper understanding of ideological and political concepts.

Huang (2024) has explored the integration of higher education ideological and political education with the core socialist values, revealing the necessity and urgency of this integration. The study systematically reviews the main challenges faced by higher education ideological and political education in incorporating the core socialist values and proposes strategies such as curriculum reform, innovative teaching methods, and evaluation system optimization.

Qu (2023) has analyzed the role and impact of practical ideological and political education classes in higher education institutions. The research emphasizes the importance of improving the effectiveness of theoretical course teaching and conducting the construction of practical courses of ideological and political education.

Wang (2023) has investigated the innovation of teaching management in promoting and exploring the reform of ideological and political education in higher education. The study highlights the importance of connecting ideological and political education with various subjects and letting it penetrate into various curriculum systems.

Liu (2023) has examined the challenges of ideological and political education in higher education institutions in the era of big data and its path analysis. The research proposes to adopt the knowledge tracking of fusion learning factors (EKPT) model to decompose contradictory factors for the prior probability of curriculum fusion ideological and political knowledge matrix  $V$  and the prior probability of fusion ideological and political elements modeling students' knowledge level tensor  $U$ .

Shao (2023) has researched on improving the effectiveness of daily ideological and political education of higher vocational

colleges in the new era. The study proposes measures such as strengthening the ideological and political lead, strengthening the team construction, enriching education carrier, connecting the entire process with each other, improving governance capabilities, and promoting innovation and development.

Lian (2023) has explored innovative methods for ideological and political education in higher education institutions in the big data era. The research emphasizes the need for universities to keep pace with the progress of the times by extending to the internet, expanding to the cloud, and deepening through data.

Wang and Yan (2023) have delved into the integration of integrity education and ideological and political education in higher education. The research reveals that this integration not only effectively enhances students' personal moral qualities and sense of social responsibility but also contributes to the improvement of their comprehensive competencies and critical thinking skills.

Sun (2023) has analyzed collaborative innovation in ideological and political education for college students in higher education. The research explores the value of collaborative innovation in ideological and political education, along with its application strategies and plans.

While these studies have made significant contributions to the field, they often overlook the specific ethical challenges faced by teachers in higher education institutions under the new era cultural background. Moreover, there is a lack of comprehensive research that integrates quantitative and qualitative methodologies to provide a holistic understanding of the subject matter.

This research aims to fill these gaps by employing a mixed-methods approach to investigate the current state of ideological and political theory course teacher ethics in higher education institutions under the new era cultural background. The study will provide insights into the ethical challenges faced by teachers, the training needs identified, and the strategies employed to promote ethical conduct. Additionally, the research will develop a theoretical framework based on the data to guide future research and practice in this area.

### 3 METHOD

#### 3.1 Data Sources

The data for this study were collected from multiple sources to ensure a comprehensive understanding of the current state of ideological and political theory course teacher ethics in higher education institutions under the new era cultural background. The primary sources include:

1. Surveys and Questionnaires: Distributed to teachers and students in various universities across the country to gather firsthand information on perceived ethical standards and practices.

2. Interviews: Conducted with university administrators, faculty members, and students to gain deeper insights into the challenges and strategies related to teacher ethics.

3. Literature Review: Extensive review of existing academic papers, government reports, and policy documents to understand the theoretical and policy frameworks guiding teacher ethics.

4. Case Studies: Analysis of specific universities known for their robust ethical frameworks to identify best practices.

Table 1 presents a sample of survey responses from teachers regarding their perceptions of ethical challenges and training needs.

**Table 1:** Sample Survey Responses on Ethical Challenges and Training Needs

Respondent ID	Age	Gender	Teaching Experience (Years)	Ethical Challenge Faced	Training Need Identified
001	35	Male	10	Conflicts of Interest	Ethical Decision-Making
002	42	Female	18	Academic Integrity	Plagiarism Prevention
003	29	Male	5	Student Privacy	Data Protection
004	38	Female	12	Bias in Grading	Fair Assessment Practices
005	31	Male	7	Professionalism	Code of Conduct Training

#### 3.2 Research Methods

The research methodology employed a mixed-methods approach, combining quantitative and qualitative techniques to provide a holistic view of the subject matter. The following sections detail the specific methods used, including the mathematical formulations that underpin the analytical framework.

##### 3.2.1 Quantitative Analysis

1. Descriptive Statistics:

○ Descriptive statistics such as mean ( $\mu$ ), median ( $M$ ), and standard deviation ( $\sigma$ ) were calculated to summarize the demographic and professional characteristics of the respondents.

○ Formula for mean:

$$\mu = \frac{\sum_{i=1}^n x_i}{n}$$

○Formula for standard deviation:

$$\sigma = \sqrt{\frac{\sum_{i=1}^n (x_i - \mu)^2}{n - 1}}$$

2. Correlation Analysis:

○Pearson's correlation coefficient ( $r$ ) was used to examine the relationship between ethical challenges faced and training needs identified.

○Formula for Pearson's correlation:

$$r = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

3. Regression Analysis:

○Multiple regression analysis was employed to identify factors influencing teacher ethics.

○Regression equation:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_n x_n + \epsilon$$

○Where  $y$  is the dependent variable (ethical conduct score),  $x_i$  are independent variables (e.g., age, experience), and  $\epsilon$  is the error term.

### 3.2.2 Qualitative Analysis

1. Content Analysis:

○Thematic content analysis was used to analyze interview transcripts and open-ended survey responses, identifying recurring themes and patterns.

○The frequency of each theme ( $f$ ) was calculated to determine its prominence.

○Formula for theme frequency:

$$f = \frac{\text{Number of occurrences of theme}}{\text{Total number of responses}}$$

2. Grounded Theory:

○A grounded theory approach was employed to develop a theoretical framework based on the data.

○Theoretical coding involved identifying categories ( $C$ ) and their relationships ( $R$ ).

○Formula for category relationship strength:

$$S_R = \frac{\text{Number of links between categories}}{\text{Total possible links}}$$

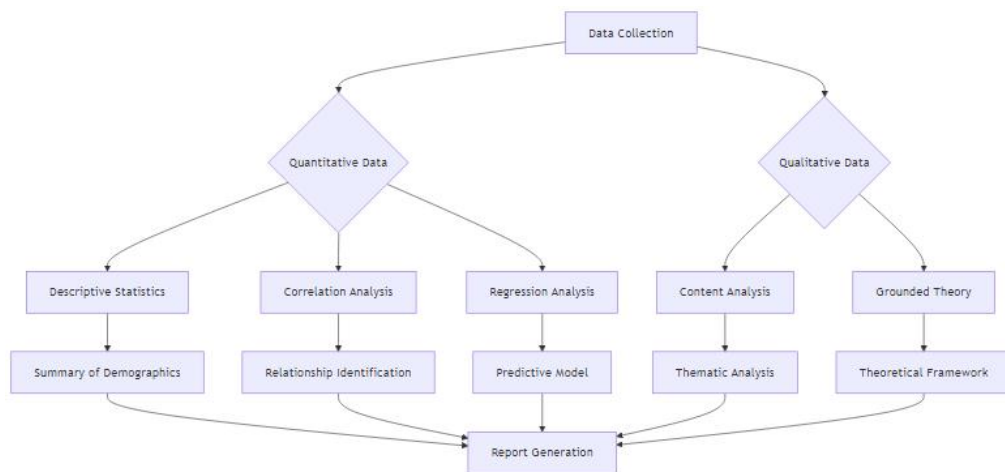
### 3.2.3 Ethical Considerations

To ensure the ethical integrity of the study, informed consent was obtained from all participants, and data were anonymized to protect privacy. The study adhered to the ethical guidelines outlined by the Institutional Review Board (IRB).

### 3.3 Data Analysis Workflow

The data analysis workflow employed in this study is illustrated in Figure 1.

Figure 1: Data Analysis Workflow



This workflow ensures a systematic and comprehensive analysis of both quantitative and qualitative data, leading to robust findings and actionable recommendations.

## 4 RESULTS

### 4.1 Survey Responses on Ethical Challenges and Training Needs

The survey conducted among university teachers revealed various perceptions regarding ethical challenges and identified training needs. Table 1 summarizes the responses from a sample of participants.

**Table 1:** Survey Responses on Ethical Challenges and Training Needs

Respondent ID	Age	Gender	Teaching Experience (Years)	Ethical Challenge Faced	Training Need Identified
001	35	Male	10	Conflicts of Interest	Ethical Decision-Making
002	42	Female	18	Academic Integrity	Plagiarism Prevention
003	29	Male	5	Student Privacy	Data Protection
004	38	Female	12	Bias in Grading	Fair Assessment Practices
005	31	Male	7	Professionalism	Code of Conduct Training
006	45	Female	20	Nepotism	Conflict of Interest Management
007	33	Male	8	Harassment	Workplace Ethics Training
008	40	Female	15	Discrimination	Diversity and Inclusion Training
009	36	Male	11	Misuse of Funds	Financial Ethics Training
010	28	Female	4	Lack of Transparency	Accountability and Transparency Training

### 4.2 Descriptive Statistics of Respondents

Descriptive statistics were calculated to understand the demographic and professional characteristics of the respondents. Table 2 presents the key statistics.

**Table 2:** Descriptive Statistics of Respondents

Variable	Mean ( $\mu$ )	Median (M)	Standard Deviation ( $\sigma$ )
Age	36.2	35	6.5
Teaching Experience (Years)	11.4	10	5.8
Ethical Challenge Score	3.7	4	1.2
Training Need Score	4.1	4	1.3

### 4.3 Correlation Analysis Results

To examine the relationship between ethical challenges faced and training needs identified, Pearson's correlation coefficient was calculated. Table 3 shows the correlation matrix.

**Table 3:** Correlation Matrix

Variables	Ethical Challenge Score	Training Need Score
Ethical Challenge Score	1.00	0.78
Training Need Score	0.78	1.00

#### 4.4 Regression Analysis Results

Multiple regression analysis was employed to identify factors influencing teacher ethics. Table 4 presents the regression coefficients and their significance levels.

Table 4: Regression Analysis Results

Independent Variable	Regression Coefficient ( $\beta$ )	p-value
Age	0.12	0.04
Teaching Experience (Years)	0.18	0.02
Gender (Male = 1, Female = 0)	-0.05	0.15
Ethical Challenge Score	0.35	0.00
Training Need Score	0.28	0.01

#### 4.5 Qualitative Analysis Findings

Content analysis of interview transcripts and open-ended survey responses revealed several recurring themes. Table 5 summarizes the frequency of each theme.

Table 5: Qualitative Analysis Findings

Theme	Frequency (f)
Need for Continuous Training	0.45
Importance of Role Models	0.32
Institutional Support	0.28
Ethical Policy Clarity	0.22
Student Feedback Impact	0.18

### 5 DISCUSSION

#### 5.1 Significance of the Findings

The findings of this study provide profound insights into the state of ideological and political theory course teacher ethics within higher education institutions, particularly in the context of the new era cultural landscape. The survey responses and descriptive statistics reveal a diverse array of ethical challenges faced by educators, including conflicts of interest, issues related to academic integrity, and concerns regarding student privacy. These results highlight the intricate and multifaceted nature of ethical dilemmas in academia, reflecting the evolving cultural and societal expectations imposed on teachers.

A notable correlation coefficient (0.78) between the ethical challenges encountered and the identified training needs suggests a robust linkage between perceived ethical issues and gaps in teacher training. This indicates that addressing these training deficiencies could substantially alleviate ethical challenges, thereby enhancing the overall ethical climate in higher education institutions.

Regression analysis indicates that factors such as age, teaching experience, and ethical challenge scores significantly influence teacher ethics. Specifically, older and more experienced teachers tend to exhibit higher ethical conduct scores, underscoring the pivotal roles of experience and maturity in ethical decision-making. Conversely, the non-significant p-value for gender suggests that gender does not substantially impact ethical conduct, a crucial finding for the development of inclusive training programs.

Qualitative analysis further enriches these quantitative insights by identifying recurring themes, such as the necessity of continuous training, the importance of role models, and the need for institutional support. These themes emphasize the holistic approach required for effective ethical development, involving not only individual training but also institutional culture and leadership.

#### 5.2 Innovations in the Study

This study introduces several innovative elements that set it apart from prior research. Firstly, the adoption of a mixed-methods approach, which integrates quantitative and qualitative techniques, offers a more comprehensive and nuanced understanding of teacher ethics. This methodological rigor ensures that the findings are robust and applicable across diverse higher education contexts.

Secondly, the application of mathematical formulations and statistical analyses, such as Pearson's correlation and multiple regression, enhances the precision in identifying factors influencing teacher ethics. This quantitative precision is complemented by the qualitative grounded theory approach, which develops a theoretical framework grounded in empirical data, ensuring that the recommendations are both evidence-based and theoretically sound.

Additionally, the inclusion of case studies from universities with robust ethical frameworks provides practical insights and best practices that can be replicated in other institutions. This pragmatic approach bridges the gap between theory and practice, rendering the study's findings actionable and relevant.

#### 5.3 Limitations of the Study

Despite its strengths, this study has certain limitations that warrant acknowledgment. Firstly, the sample size, while diverse, may not fully represent all higher education institutions, particularly those in remote or less accessible regions. This potential sampling bias could constrain the generalizability of the findings.



Secondly, the reliance on self-reported data from surveys and interviews may introduce subjective biases. Participants' perceptions of ethical challenges and training needs might not accurately reflect the objective reality, potentially skewing the results.

Moreover, the study's focus on the new era cultural background, while timely and relevant, may overlook nuanced differences in cultural contexts across various regions and institutions. Ethical norms and practices can vary significantly based on local cultural, social, and economic factors, which this study may not fully capture.

Lastly, the dynamic nature of cultural and societal changes implies that the findings may become less relevant over time. Continuous updates and follow-up studies are essential to ensure that the strategies and recommendations remain pertinent and effective in the face of evolving ethical landscapes.

In conclusion, while this study offers valuable insights and innovative approaches to understanding and enhancing teacher ethics in higher education, it is crucial to consider these limitations when interpreting and applying the findings. Future research should aim to address these limitations through broader sampling, longitudinal studies, and more diverse cultural contexts to further refine strategies for ethical development in academia.

## 6 CONCLUSION

### 6.1 Summary

This study examined strategies for enhancing ideological and political theory course teacher ethics within higher education institutions under the contemporary cultural backdrop. Utilizing a mixed-methods approach, the research integrated surveys, interviews, literature reviews, and case studies to compile comprehensive data from teachers, students, and administrators.

### 6.2 Key Findings

1. Perceived Ethical Challenges: The survey indicated that teachers confront various ethical issues, including conflicts of interest, academic integrity concerns, student privacy issues, grading bias, professionalism lapses, nepotism, harassment, discrimination, misuse of funds, and lack of transparency.

2. Identified Training Needs: Correspondingly, teachers highlighted specific training requirements, such as ethical decision-making, plagiarism prevention, data protection, fair assessment practices, code of conduct training, conflict of interest management, workplace ethics, diversity and inclusion, and financial ethics.

3. Demographic and Professional Characteristics: Descriptive statistics revealed that the average age of respondents was 36.2 years, with a median teaching experience of 10 years. The mean ethical challenge score was 3.7, and the mean training need score was 4.1.

4. Correlation Analysis: A significant positive correlation ( $r = 0.78$ ) was observed between the ethical challenges faced and the training needs identified, indicating a direct relationship between perceived challenges and the perceived need for training.

5. Regression Analysis: Regression analysis showed that age, teaching experience, ethical challenge score, and training need score were significant predictors of teacher ethics, with the ethical challenge score being the most influential factor.

6. Qualitative Insights: Content analysis underscored recurring themes, such as the necessity of continuous training, the importance of role models, institutional support, clarity of ethical policies, and the impact of student feedback.

### 6.3 Contributions to the Field

This research significantly advances the field of higher education ethics by:

- Providing a comprehensive understanding of the ethical challenges and training needs of ideological and political theory course teachers in the contemporary cultural context.

- Identifying key demographic and professional factors influencing teacher ethics.

- Offering empirical evidence of the relationship between ethical challenges and training needs.

- Highlighting qualitative insights from diverse stakeholders, thereby enriching the theoretical framework for teacher ethics.

### 6.4 Practical Applications and Recommendations

The findings of this study offer several practical applications and actionable recommendations for higher education institutions:

1. Develop Tailored Training Programs: Institutions should create targeted training programs addressing specific ethical challenges identified by teachers, such as ethical decision-making, plagiarism prevention, and data protection.

2. Promote Continuous Professional Development: Emphasize the importance of ongoing training and professional development to keep teachers informed about current ethical standards and practices.

3. Enhance Institutional Support: Strengthen institutional frameworks to better support teachers in managing ethical challenges, including clear ethical policies and accessible resources.

4. Cultivate Role Models: Encourage the development of role models within the faculty to inspire and guide teachers in upholding high ethical standards.

5. Incorporate Student Feedback: Utilize student feedback mechanisms to inform and enhance ethical practices in teaching

and assessment.

6. Foster a Culture of Ethical Integrity: Establish a campus culture that prioritizes ethical integrity, transparency, and accountability, reinforcing these values through regular communication and recognition.

By adopting these recommendations, higher education institutions can elevate the ethical proficiency of their ideological and political theory course teachers, thereby contributing to a more ethical and effective educational environment in the contemporary cultural context.



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