

Exploration of the Pathways for Integrity Education Among College Students in Higher Vocational Colleges

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Abstract: In recent years, the integrity education of college students in higher vocational colleges has become a focal topic of attention. This paper, based on the investigation and analysis of the current state of integrity education among college students in higher vocational colleges, as well as the support of pedagogical theories, explores the pathways for integrity education for these students. Initially, the paper identifies the existing issues within the integrity education of college students in higher vocational colleges. Subsequently, it proposes three models of integrity education that align with the realities of higher vocational colleges: full participation model, professional course integration model, and social practice model. Lastly, it presents pathways for the integrity education of college students in higher vocational colleges, including the refinement of policies and regulations, adjustment of the curriculum system, innovation in educational methods, and the establishment of a comprehensive evaluation system.

Keywords: Higher vocational colleges; Integrity education for college students; Path exploration.

1. Issues in the Integrity Education of College Students in Higher Vocational Colleges

A. Several challenges and issues exist in the implementation of integrity education for college students in higher vocational colleges. Primarily, the concept and objectives of integrity education are not fully understood or recognized. Some schools and teachers lack an appreciation of the importance of integrity education, treating it as superficial, and fail to grasp its deeper implications. Furthermore, the content and forms of integrity education are relatively simplistic. Most schools rely merely on lectures and promotional activities, lacking systematizations and effectiveness. Additionally, the main body and responsibility for implementing integrity education are unclear. As integrity education is implemented, students increasingly lead, with inadequate supervision and guidance for teachers and schools. Moreover, the evaluation mechanism for integrity education is not well-developed. Currently, evaluations of integrity education primarily focus on publicity and disciplinary actions, lacking a comprehensive assessment of students' integrity thoughts and behaviors. Lastly, there is insufficient resource allocation to integrity education, leading to a lack of faculty and educational facilities, which affects the quality and effectiveness of integrity education.

B. In response to these challenges, higher vocational colleges need to adopt a series of measures for improvement. First, it is necessary to enhance the publicity and explanation of the concept and objectives of integrity education, deepening teachers' and students' understanding of its importance. Second, the content and form of integrity education should be enriched, not only through lectures and promotional activities but also by stimulating students' participation and thought through case analysis, role-playing, and interactive discussions. Moreover, a clear division of responsibilities for implementing integrity education must be established, defining the roles and responsibilities of teachers and schools. Additionally, a comprehensive evaluation

mechanism for integrity education should be developed, assessing not just students' overt behaviors but also the transformation of their inner thoughts and value concepts. Finally, resource allocation to integrity education must be increased, improving faculty strength and educational facility provision, to ensure favorable conditions and support for integrity education.

2. Analysis of Integrity Education Models for College Students in Higher Vocational Colleges

The model types of integrity education for college students in higher vocational colleges refer to the specific methods and approaches adopted during the implementation process. Based on the analysis and summary of domestic and international experiences and practices in integrity education for college students in higher vocational colleges, this study proposes a set of integrity education pathways suitable for the actual situation of higher vocational colleges and categorizes them into three model types: full participation model, professional course integration model, and social practice model.

A. The full participation model integrates integrity education into the comprehensive training system of higher vocational colleges, ensuring all students receive integrity education. In this model, integrity education is incorporated into the daily study and life of students through the provision of integrity education courses and the organization of related activities, allowing students to recognize the importance of integrity alongside their professional knowledge, thus enhancing their awareness and moral concepts. Higher vocational colleges can also motivate students to actively engage in integrity education by establishing an evaluation system for integrity education outcomes, involving assessment, rewards, and penalties.

B. The professional course integration model involves combining integrity education content with professional courses, enabling students to understand the importance and standards of integrity within their professional studies, thus

fostering a sense of integrity and professional ethics. In this model, higher vocational colleges can blend integrity education content with relevant professional knowledge based on the characteristics and requirements of different majors, using case analysis and practical operations to facilitate students' understanding and learning of integrity behavior norms and professional ethics. Integrating professional courses can elevate students' regard for integrity education, strengthening their integrity concepts and moral consciousness.

C. The social practice model allows students to experience and appreciate the significance and value of integrity firsthand by organizing them to participate in social practice activities. In this model, higher vocational colleges can collaborate with relevant institutions to engage students in social practice activities, such as visiting enterprises or community services. Participation in these activities enables students to directly experience the importance and impact of integrity behavior, deepening their understanding and recognition of integrity education. Furthermore, social practice activities offer a platform for students to develop and practice, nurturing their sense of social responsibility and professional competence.

In consideration of the integrity education model types for college students in higher vocational colleges, this study proposes three models: the full participation model, professional course integration model, and social practice model. These models can complement and integrate with each other in different contexts, providing diversified and comprehensive educational methods for integrity education among college students in higher vocational colleges.

3. Exploration of the Pathways for Integrity Education for College Students in Higher Vocational Colleges

A. Firstly, it is necessary to refine the policies and regulations concerning the integrity education of college students in higher vocational colleges. Government departments should enhance their support for integrity education, enacting relevant policies to ensure its implementation and advancement. Schools should develop specific management approaches for integrity education, defining its goals, content, and responsible entities, and strengthening its organization and management.

B. Secondly, the curriculum system for the integrity education of college students in higher vocational colleges needs adjustment. Integrity education should be integrated across all disciplines, forming a systematic and complete curriculum system. Course settings should focus on nurturing students' awareness of integrity, emotional connections to

integrity, and habits of integrity behavior, fostering their identification with and pursuit of integrity.

C. Additionally, innovative educational methods for the integrity education of college students in higher vocational colleges are required. Teachers should employ a variety of educational tools and formats, such as case teaching, role-playing, and group discussions, to enhance students' participation and enthusiasm. Educational resources should be fully utilized, leveraging modern technological means, such as online platforms and mobile applications, to provide online learning and interactive exchanges on integrity education.

D. Lastly, a comprehensive evaluation system for the integrity education of college students in higher vocational colleges must be established. The evaluation content should encompass various aspects, including students' integrity quality, behavior, and cognitive abilities regarding integrity. Evaluation methods should be diverse, including both qualitative and quantitative assessments, to ensure the objective accuracy of the results. The evaluation outcomes should be promptly feedback to students and teachers, serving as a reference for the improvement and enhancement of integrity education.

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