

Development of an AI Moral Education Assessment Tool: Identifying and Validating Key Factors through Factor Analysis

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Abstract: This research identified factors contributing to the development of an effective moral education evaluation tool in the context of Artificial Intelligence by using Factor Analysis. By exploring these factors, the study seeks to enhance the quality of moral education and provide valuable insights for education administrators. Three hundred respondents who were actively involved in moral education programs at Yichun University in China were selected as participants in this study. Based on the factor analysis, there are five (5) factors that were extracted in the development of moral education and these are: training and support, ethical principles and guidelines, educational innovation, educational technological advancement, and acceptability and adaptability.

Keywords: Factor Analysis; Confirmatory Analysis; Item Development; Scale Development Scale Evaluation.

1. Introduction

Globally, the mission of institutions of higher learning is not only to impart academic knowledge, but more importantly to develop students' moral leadership and instill civic responsibility. In today's diversified, market-oriented and open modern society, college students' values, moral consciousness, psychological state and thinking mode are constantly impacted and changed, which brings great challenges to the moral education of college students. Therefore, it is an urgent and arduous task to comprehensively improve the effectiveness and scientific and reasonable evaluation of the level of moral education of college students.

In today's fast-moving digital age, artificial intelligence (AI) is at the forefront of technological advancements that are having a profound impact on various fields, including education. Artificial intelligence is regarded as a catalyst for innovation in teaching, learning and evaluation practice. In the context of this technological revolution, the evaluation of moral education in colleges and universities has become a key field of concern. The integration of artificial intelligence (AI) into moral education evaluation brings both new opportunities and unique challenges.

By leveraging AI Technology, educators can achieve deeper insights into the complexities of moral development thereby enhancing the accuracy and effectiveness of moral education evaluation. However, the application of AI introduces ethical consideration concerning ethics, privacy and fairness. Given that AI algorithms depend on extensive datasets, it is imperative to address concerns about data privacy an algorithmic bias to ensure fair and impartial evaluations. To this end, the researcher aims to identify the key factors for developing a moral education assessment tool. Once these factors are identified they will be submitted to AI Technology experts in education to develop and validate algorithms capable of analyzing, detecting emotions, and personalizing feedback, ensuring they accurately reflect the dimensions of moral education.

This approach promises a more objective and scientifically

rigorous evaluation of student's moral reasoning. Traditional methods often rely on subjective judgement, which can lead to bias and inaccuracies, while the complexity of moral education presents logistical challenges to the university.

Understanding the factors in the development of a moral education assessment tool using AI is crucial for several reasons: AI can help create more inclusive assessment tools that consider a wide range of moral perspectives and diverse student backgrounds. Identifying relevant factors ensures the tool doesn't favor certain groups or exclude others. AI can analyze student responses objectively, reducing bias and subjectivity. Developing AI based assessment tools requires ethical scrutiny. Factors related to data privacy, transparency and accountability are essential. An ethical framework ensures the tool aligns with societal values and respects individual rights (UNESCO) 2023. Understanding the factors affecting AI driven moral assessment tools helps educators integrate them effectively. Factors like teacher student alignment purpose, and pedagogy influence the tool's impact on learning outcomes. Investigating these factors ensures that AI based moral education assessment tools are reliable, fair, and aligned with educational goals. Through this research, we aim to explore the application of AI technology in moral education evaluation to promote innovation and development in moral education.

Through the research of this paper, the application of artificial intelligence technology in moral education evaluation is explored to promote the innovation and development of moral education work, so as to better train outstanding talents with good moral quality and social responsibility, and make contributions to the sustainable development of society.

In recent years, the integration of artificial intelligence (AI) technology into all aspects of education has received increasing attention.

Angela Lyons et al. particularly emphasize the importance of related skills represented by computational thinking and programming ability (Angela Lyons. 2019). He argues that: the world's education systems are facing unprecedented

challenges as a result of technology-driven change. Only with certain digital skills can individuals facilitate living, working, learning and participating in a rapidly changing world driven by technological advances and thus meet these brand new challenges. Such digital skills are the digital competencies that all citizens of the 21st century urgently need to be able to effectively perform tasks such as critical and innovative thinking, problem solving, communication and collaboration. In addition, scholars such as Angela Lyons have identified new requirements for workforce literacy in key areas such as advanced IT and programming, artificial intelligence, robotics, and machine learning.

Application of artificial intelligence in moral education evaluation. With the continuous development of artificial intelligence technology, educators have begun to explore its potential application in moral education evaluation in colleges and universities. AI-driven tools such as data analytic, sentiment analysis, and personalized feedback systems offer new opportunities for a more objective and comprehensive evaluation of students' moral reasoning and development.

In terms of the content of moral education evaluation, Zhou Qi et al. (2022) pointed out that the content of moral education evaluation should pay attention to both moral behavior and moral will, and appropriately include students' family environment, social experience, teacher-student relationship, classmate relationship and other contents, extending from the previous school to the family and society.

From the end of the 19th century to the present, under the impetus of moral cognitive development theory and positive psychology research, foreign evaluation of students has experienced the changes of experimental paradigm, quantitative paradigm and integration paradigm, and gradually turned to scientific positivism. Kohlberg (L.) inherited and developed Piaget's theory and method, and he adopted the "dilemma story method" to make Moral Judgment Interview. To measure the level of moral cognitive development of children and adolescents in the form of MJI, and put forward the famous "three levels and six stages" of moral development stage theory (Guo Yiqian, 2016).

Some scholars also put forward that moral education evaluation should see "human" as "intelligence" (Gao Jie, 2021), and believe that the integration of artificial intelligence technology into the evaluation of moral education has great prospects. By means of situational observation, questionnaire, judgment, and data collection in the form of portfolio, big data, self-assessment and other ratings, the value-added evaluation is used as a breakthrough point for reform, and the developmental evaluation method of monitoring individual progress is carried out, focusing on individual vertical progress, so as to examine the results of students' appreciation of knowledge, emotion, intention and moral performance (Luo Tian, 2019). The multi-dimensional evaluation oriented by breaking the five only needs to break the unreasonable and unscientific educational evaluation practices and orientation, and create a scientific educational evaluation system that meets the requirements of the new era (Si Linbo, Ma Peixi & Qiao Huayun, 2023).

In the value of moral education evaluation. Since the mid-1980s, the trend of "Character Education" has flourished, that is, emphasizing the education of individual social responsibility while developing students' personality and meeting students' needs, so that young people can learn from history and tradition and instill a sense of responsibility. This tendency of moral education is not only a positive response to

the needs of social reality, but also the inevitable development of moral education theory itself. Its value orientation is not only to meet the practical needs of the country, but also to emphasize the personal development of students. The development of a moral education tool in the context of artificial intelligence is important for the following reasons: To ensure that AI developments are aligned with ethical standards, human rights, and human dignity such tools can assess the impact of AI systems and algorithms, ensuring they are developed and used responsibly. To promote transparency, making information about AI systems development and safety available to the public. A moral education evaluation tool can help extend the scope of moral consideration to traditionally marginalized entities, fostering a more inclusive definition of morality. In educational settings, AI powered tools are critical in promoting honesty and ethical conduct among students. These tools can aid in teaching and reinforcing ethical values and principles, contributing to better moral values.

Artificial intelligence technology provides new possibilities for moral education evaluation, and objective evaluation of students' moral behaviors and qualities can be achieved through natural language processing and machine learning technology. However, the application of artificial intelligence in moral education evaluation still faces many challenges, which need to be explored and improved in technology development and practical application. Through the research of this paper, we aim to provide a new technical means for moral education evaluation and enhance the scientific and objective nature of moral education evaluation, so as to better promote the cultivation of students' moral qualities.

2. Statement of the Problem

The study aims to investigate the effective factors that contribute for an AI evaluation specifically in moral educational contexts. In this context, this study aims to address the following questions:

(1) What are the important factors that must be considered in the development of a moral education evaluation using artificial intelligence

(2) What is the scale validity of the factors that were constructed

(3) What is the computed reliability coefficient of the factors that were constructed

These questions will guide this research to conduct an in-depth analysis in the development of a moral education evaluation in universities under the background of artificial intelligence, explore the impact of artificial intelligence technology on evaluation standards, methods and results, and how to solve related challenges and take advantage of related opportunities. The purpose of this study is to provide theoretical guidance and practical suggestions for the formulation and practice of moral education evaluation standards in universities, promote the work of moral education evaluation to keep pace with The Times, and better serve the development and progress of moral education in universities.

Bandura's Social Cognitive theory also known as Social Learning theory emphasizes the importance of observational learning imitation, and modeling in human behavior. This theory can support the development of moral assessment tool in the context of AI by highlighting the role of cognitive processes in learning and behavior.

Incorporating Banduras principles in AI – based moral assessment tool can analyze how individual learn moral behaviors through observation and imitation . The tool can evaluate the influence of environment factors, personal factors and behavioral patterns on moral development. By understanding these interactions, the AI can provide personalized feedback and interventions to enhance moral reasoning and ethical decision making.

You:

Use factor analysis to identify key factors.

Assess the validity and reliability of these factors using statistical methods.

Qualitative Aspects:

Gather expert opinions on the constructed factors.

Conduct interviews or focus groups with educators to gain deeper insights into the practical application and relevance of these factors.

By combining these methods, you can ensure that your findings are robust and nuanced, capturing both the numerical strength of your factors.

Here's a refined version of your procedure:

(1) Conduct Focus Group Discussions: Collect insights to construct initial factors.

(2) Face or Content Validation: Seek feedback from experts to ensure the factors are relevant and comprehensive.

(3) Compute Construct Validity Index: Verify the validity of the factors.

(4) Factor Analysis: Perform to refine and confirm the factors.

With these steps, you'll have a robust framework for developing the constructs essential for your moral education assessment tool. This process ensures that your final output is both theoretically sound and practically validated, setting a solid foundation for future tool development.

Ready to move ahead with this plan?

You:

So my output will be the grouped construct with their corresponding themes i don't need to develop an assessment tool because this will be the responsibility of the technology experts.

Copilot:

Exactly. Your focus will be on identifying and validating the factors and constructs essential for a moral education assessment. Grouping these constructs and defining their themes provides a clear foundation. From there, technology experts can take over to develop the actual assessment tool, ensuring it incorporates your validated constructs within an AI context. This way, your research remains deeply impact, paving the way for innovative technological applications. Solid plan! Anything else on your mind?

You:

thank you so much you have been of great help.

Copilot:

So glad I could assist! If you ever need more help or just want to chat about something interesting, I'm here. Good luck with your research!

3. Scope and Delimitation of the Study

This research aims to identify the key factors contributing to the development of an effective moral education evaluation tool in the context of Artificial Intelligence. By exploring these factors , the study seeks to enhance the quality of moral education and provide valuable insights for education administrators.

Developing an assessment tool for moral education requires considering these factors and aligning it with the principles of assessment for learning. By doing so, educators can create effective tools that enhance student learning and promote holistic development.

Respondents to this study mainly included students, teachers, and administrators who were actively involved in moral education programs at Yichun University in Jiangxi Province, China. By focusing on this particular university setting, the study aims to examine in detail the implications of AI for moral education in specific cultural and educational contexts.

The scope of the study includes evaluating various aspects of This moral education in light of the implementation of AI technologies, such as ethical decision-making, character development, and values education. Special emphasis is placed on evaluating the effectiveness of moral education programs, and the research takes student behavior as a key indicator of the effectiveness of moral education.

Limitations of the study may come from a single site at Yichun University in Jiangxi Province, China. Other educational institutions other than Yichun University were not included in this study. Although the focus is on AI technology, other factors such as curriculum design or cultural background, institutional policies and other factors are not within the current scope and may affect the results and interpretation of the research. Furthermore, the scope of the study does not extend to evaluating the technical aspects of AI systems, but instead focuses on contributory factors in the Development of a moral education toolin the context of Artificial Intelligence.

4. Research Design

This study employed exploratory factor and confirmatory analysis design this is a type of factor analysis that aims to discover the latent factors or dimensions that explain the correlations among observed variables. This is often used in the initial stage when the researcher wants to explore the possible dimensions of a construct. This was performed to investigate the factor structure of the questionnaire and reveal the latent factors underlying the effectiveness of the moral education evaluation tool using Artificial Intelligence

In the field of moral evaluation in colleges and universities, researchers need to understand the current practices, methods, tools and standards of moral evaluation, as well as the application of artificial intelligence technology in them. Through the collection of various data, such as survey data, empirical data, case analysis, etc we can fully understand the moral education evaluation practice and the application of artificial intelligence technology in colleges and universities

Given the complexity of the research , qualitative approach was used to collect the data for the scale development and quantitative approach was used for the factor analysis Of course the choice of research design depend on the nature of research question , the purpose and objective of the researcher (Wang, Y. & Wan , Z. , 2020).

5. Results, Analysis, and Interpretation

Content Validity.

According to Morgado et al. (2018), content validity is the "adequacy with which a measure assesses the domain of interest". If the items are to measure the things they are meant to measure, sufficient content is essential (Devellis, 2012).

Additionally, content validity outlines content representations and relevance, meaning that the items accurately reflect the pertinent experiences of the target population (McPhail, 2007). The target population and experts' evaluations will be used to accomplish this. Each item was assessed by knowledgeable judges to determine if it fits within the domain of interest.

CVR, which gauges an item's essentiality, was the second kind of empirical analysis. This quantifies content validity for each question. If CVR falls below a critical value, the question may not effectively measure the construct of interest (Zach, 2021). A higher score denotes greater agreement among panel members, with CVR ranging from 1 to -1.

One widely used method of measuring content validity was

developed by C.H. Lawshe . It is a method for gauging agreement among raters regarding how essential an item is. Greater levels of content validity exist as large numbers of panelists agree that a particular item is essential . Using this assumption Lawshe developed a formula termed the content validity ratio

$CVR = (n_e - N/2) / (N/2)$ The CVR formula is $CVR = (N_e - N/2) / (N/2)$, where N is the total number of panelists and N_e is the number of panelists who have indicated that a particular item is "essential" (Zamanzadeh et al., 2015). Formalized scaling and statistical procedures such as the content validity index for measuring proportional agreement and the content validity ratio for quantifying consensus (Lawshe, 1995) was used to quantify their evaluations (Lynn, 1986).

Table 1. Content Validation

Indicators	CVR
1. Able to rationalize own learning plan and improvement strategies based on intelligent analysis of artificial intelligence tools .	1
2. Understand the current smart education environment including campus security detection and early warning, smart classroom and smart library applications.	1
3. Understanding of applications where artificial intelligence can be utilized to facilitate the learning process, such as intelligent diagnosis of learning disabilities, intelligent recommendation of teaching resources, and the use of intelligent subject matter tools.	1
4. Understanding that artificial intelligence can be utilized for intelligent teaching and learning evaluation, such as intelligent classroom evaluation, mental health monitoring, and other applications.	1
5. Understand that artificial intelligence can be utilized for teaching support, including automatic question and marking, course tutoring and Q&A, intelligent teaching and research, and other applications.	1
6. It is considered important to incorporate artificial intelligence into moral education evaluation .	1
7. In your opinion, the development of artificial intelligence tools makes moral education evaluation more effective compared to traditional methods .	1
8. In terms of personalization, AI must tailor the evaluation to the student's level , learning style and preferences	1
9. AI For moral education evaluation should be designed in a responsible and trust worthy manner following ethical principles and guidelines	1
10. In terms of efficiency AI grade assessments must quickly and consistently, save time and effort for students and teachers .	1
11. The use of AI for moral education evaluation may bring new ethical and moral challenges.	1
12. The development of moral education evaluation tools in the context of artificial intelligence should take into account ethical reasoning and decision-making skills.	1
13. The development of moral education evaluation tools in the context of artificial intelligence should take into account the factors of cultural sensitivity and inclusiveness.	1
14. The development of moral education evaluation tools in the context of artificial intelligence should take into account the accuracy and fairness of AI algorithms.	1
15. The development of moral education evaluation tools in the context of artificial intelligence should consider the factors of transparency and interpretability of the AI process.	1
16. The development of moral education evaluation tools in the context of artificial intelligence should take into account the factors of student privacy and data protection .	1
17. The development of moral education assessment tools in the context of artificial intelligence needs to be adapted to the ethical frameworks of different countries.	1
18. The development of moral education assessment tools in the context of artificial intelligence should be consistent with educational goals and standards.	1
19. The development of moral education evaluation tools in the context of artificial intelligence, the evaluation tools should consider the teacher/student ease of use and operability.	1
20. The application of AI in moral education can promote educational innovation.	1
21. AI may not be able to fully understand and evaluate complex ethical issues.	1
22. Moral evaluation through AI requires rigorous review and oversight of algorithms.	1
23. The use of AI for moral education evaluation can enhance the objectivity and fairness of evaluation.	1
24. Using artificial intelligence for moral assessment can provide a personalized learning and assessment experience.	1
25. Using artificial intelligence for moral education assessment can improve assessment efficiency and reduce the burden on teachers and students.	1
26. AI moral education evaluation must be subject to continuous improvement and innovation.	1

27.The use of artificial intelligence for moral education assessment can enhance students' engagement and interest in learning.	1
28.Ethical and moral issues should be considered when using artificial intelligence for moral education assessment.	1
29.The use of artificial intelligence for moral education evaluation should consider data privacy and security risks .	1
30.The use of artificial intelligence for moral education evaluation should consider the complexity and maneuverability of AI technology .	1
31.The use of AI for moral education evaluation should consider cultural differences and inclusiveness .	1
32.The use of artificial intelligence for moral education evaluation should consider the acceptability and adaptability of AI for teachers and students.	1
33.Evaluating students' behavior and judging their moral performance in different contexts in the context of artificial intelligence.	1
34.Evaluating students' decision-making processes in ethical dilemmas through artificial intelligence simulations or real-world situations.	1
35.Recommending appropriate moral education content based on students' level of moral development, interests, and needs .	1
36.AI moral education tools can be used by teachers to personalize formative assessment providing real time feedback tailored to individual learning needs.	1
37.Artificial Intelligence can track changes in students' values and attitudes over time and identify their moral development .	1
38.AI moral education evaluation provides the students with the option to opt-out , access , correct , or delete their data at anytime , and respecting their choices and preferences.	1
39.AI moral education evaluation does not impose any bias , discrimination, or manipulation on the evaluation outcome.	1
40.AI moral education tools can be used by teachers to personalize formative assessment providing real time feedback tailored to individual learning needs.	1
41.AI evaluation tool must support students' self-regulation and reflection, and not replace or undermine their moral judgment or responsibility.	1
42.AI moral education evaluation tool must comply with relevant laws and regulations such as the General Data Protection Regulation in the European Union.	1
43.Provide training and ongoing support for teachers using the AI evaluation system.	1
44.Consider the long term effects of AI -based moral education evaluation how it shapes students' character , empathy , and ethical behavior.	1
45.There is pedagogical integration where AI seamlessly integrates into existing educational practices , This integration must align with curriculum goals and teaching methodologies .	1
46.AI must analyze individual student performance , preferences, and learning styles to create personalized learning paths aligning these paths with specific moral education objectives , students receive tailored content activities that reinforce desired outcomes.	1
47.AI moral evaluation tools must address inequalities related to socio economic status, gender, ethnicity, and geographic location . Ensuring inclusive access to quality moral education align with global educational goals .	1
48.Established ethical frameworks must be incorporated into the AI system to guide its decision making process.	1
49.Align the AI's assessment with moral values and principles that are widely accepted in the society it serves.	1
50 Natural Language Processing must be utilized to interpret and understand the nuances of human emotions expressed in text.	1
51.Sentiment analysis algorithms to assess emotional content and context within responses must be implemented.	1
52. Ensure AI's decision – making process is transparent , allowing users to understand how conclusions are reached.	1
53.AI must complement human judgement rather than replace it entirely.	1
54.There should be a provision of a clear explanations for the AI's assessments , making it easier for users to trust and accept the outcomes.	1
55. Gather diverse perspectives to create a well-rounded tool that is sensitive to various moral and cultural viewpoints.	1

Based on the analysis of CVR values as rated by 6 experts, out of 55 items, all items will be retained and will be subjected to construct validity.

6. Conclusion

Based on the factor analysis, there are five (5) factors that

can be considered in the development of moral education and these are training and support, ethical principles and guidelines, educational innovation, educational technological advancement, and acceptability and adaptability.

The challenges for Yichun University to implement AI in moral education evaluation are data privacy and security, resource allocation and accessibility, acceptance and trust,

and technical limitations. The fast development of artificial intelligence (AI) technology has spurred many educational institutions to contemplate incorporating it into many elements of learning and evaluation. Recognizing the potential of AI to improve moral education evaluation, Yichun University must address the multiple obstacles that come with its implementation. Notable among these problems include data privacy and security, resource allocation and accessibility, acceptance and trust, and technical limits. Addressing these difficulties is critical not just for the successful application of AI, but also for maintaining the integrity of the educational experience.

The use of AI to assess moral education raises serious concerns about data privacy and security. The gathering and analysis of student data, which ranges from demographic information to performance measures, increases the danger of data breaches and misuse. In a period of more sophisticated cyber threats, Yichun University must prioritize the implementation of strong data protection systems. This involves using secure data storage systems, encryption techniques, and stringent access controls to guarantee sensitive information is only accessible to authorized persons.

Integrating AI into moral education evaluation requires significant resource allocation, including technology infrastructure, training, and ongoing maintenance. Yichun University must perform a detailed analysis to determine the financial and logistical ramifications of AI adoption. Budgetary constraints frequently impede such endeavors, necessitating a collaborative approach to resource distribution.

Another major problem is to develop acceptance and trust in artificial intelligence among educators, students, and parents. Concerns about AI systems' perceived objectivity, as well as fears of dehumanization in educational settings, may lead to opposition to their use. To foster a culture of acceptance, Yichun University must engage stakeholders through open communication and participatory decision-making.

Artificial intelligence's technical shortcomings, such as algorithmic biases and a lack of contextual awareness, can have a substantial impact on its success in moral education evaluation. Algorithms trained on biased data may produce unjust assessments, weakening the evaluation process's equity and integrity.

The opportunities for Yichun University to utilize AI in moral education evaluation include technology advancement and quality enhancement in moral education. The development of artificial intelligence (AI) provides a transformative opportunity for educational institutions, notably in terms of moral education evaluation. Yichun University is well positioned to use AI technology to improve the quality and effectiveness of its moral education programs. This integration has important ramifications that should be carefully considered. First, using AI to evaluate moral education can improve the accuracy and objectivity of assessments. Traditional evaluation systems frequently rely on subjective interpretations, which can result in errors in grading and feedback. AI systems with powerful algorithms can examine student replies more systematically. AI-powered technologies that use natural language processing and machine learning can assess students' moral reasoning and ethical decision-making more consistently, giving a more trustworthy foundation for evaluation.

Lastly, AI can enable tailored learning experiences in moral education. By evaluating massive volumes of data on student

performance, AI systems may detect individual learning requirements and preferences, allowing educators to customize their teaching tactics accordingly. This personalized method not only makes moral education more relevant and interesting for students, but it also promotes a better understanding of ethical concepts and social duties.

7. Recommendation

Based on the findings, the researcher recommended the following:

1. A more comprehensive picture of student moral growth can be obtained by including a broader range of moral competences into AI algorithms, such as empathy, justice, and responsibility. Collaborations with ethicists and psychologists in developing these algorithms help ensure that AI evaluations are consistent with current moral philosophy.

2. Engaging stakeholders in thorough training activities is critical for increasing the acceptance and effectiveness of AI-driven evaluations. Educators, parents, and policymakers may be well educated on how AI technologies work, how reliable they are, and how they relate to moral teaching. Hands-on seminars and demonstration projects can help stakeholders understand and trust the technology, resulting in a more collaborative educational environment.

3. Implementing pilot projects that use AI evaluations in moral education can provide valuable insights into their practical application. Gathering feedback from students, teachers, and parents during pilot projects enables educational institutions to iteratively improve AI systems based on real-world experiences and outcomes. This adaptability will result in products that better reflect the ethical educational landscape.

4. The university may follow applicable rules and regulations governing the processing of personal data, or local privacy legislation. Implementing a transparent data management policy that informs students and teachers about data collection procedures, usage constraints, and data privacy rights can help to establish confidence. Working with legal experts to constantly assess compliance will improve the security architecture surrounding AI systems.

5. Workshops, seminars, and informational sessions may be used to educate the university community on the benefits and drawbacks of AI in moral education assessment. By presenting successful case studies and proving AI's complementary function in supporting rather than replacing human judgment, the university may allay concerns about its implementation. Furthermore, implementing feedback mechanisms that allow stakeholders to communicate their concerns and experiences with AI might help create a more trustworthy atmosphere.

6. Partnering with AI researchers or educational technology institutions can help to develop more complex and effective AI systems. Furthermore, hybrid models that integrate AI analysis with human oversight might improve the robustness of moral evaluations, guaranteeing that they are based on contextual understanding and ethical concerns.

7. The school University may take a multifaceted strategy that involves rigorous algorithmic testing, continual review of AI outputs, and the use of diverse datasets that reflect the complexities of moral reasoning across different cultural and ethical frameworks.

8. Partnering with AI researchers or educational technology institutions can help to develop more complex and effective AI systems. Furthermore, hybrid models that integrate AI

analysis with human oversight might improve the robustness of moral evaluations, guaranteeing that they are based on contextual understanding and ethical concerns.

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