The Influence of Civic Education Course Instructional Design on Values Identity: A Moderated Mediation Model

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Abstract: Schools have the dual responsibility of imparting knowledge and cultivating values, providing intellectual support for students' growth and focusing on generating students' ambitions and beliefs from the spiritual dimension. Values education is a realistic choice to meet the needs of students' growth. Creating a comprehensive and collaborative education project is necessary, activating the genes of various subject curricula, and enhancing students' value identity. To investigate the influence of curriculum design on students' value identity, the mediating role of moral emotion between them, and the moderating effect of the teacher-student relationship on this mediating role, this study was conducted on 110 teachers and 426 students using the instructional design questionnaire, value identity questionnaire, moral emotion scale, and teacher-student relationship scale. The results showed that instructional design was related to students' value identity, and the higher the level of instructional design, the stronger the students' value identity. Two correlated were instructional design, value identity, moral emotion, and teacher-student relationship. Moral emotion significantly predicted the level of students' value identity, and the teacher-student relationship had a moderating effect in the mediation model, further promoting students' value identity.

Keywords: instructional design; civic identity; values education; mediating role; moderating effect

1. Preface

In the context of the globalization era, the invasion of multiculturalism and the provocation of foreign ideologies make us deeply feel the challenges and pressure of cultural development. China is also experiencing the pains of the critical period of social transformation, with the coexistence of miscellaneous concepts, lack of beliefs, confused values, and moral misconduct. Based on the "world changes" and "China changes", president Xi Jinping has made a series of essential speeches on values education in the new era, focusing on the actual development of socialism with Chinese characteristics into a new era, which provides a stable and lasting influence for the citizens of society. They provide a stable and lasting spiritual gravitational force for social citizens, a holistic framework, and basic guidelines for youth values education. The youth group is the future mainstay

of all walks of life in China and the leading force in realizing the dream of the great rejuvenation of the Chinese nation. The development of youth values determines the direction of China's future social development. President Xi has repeatedly elaborated on the core socialist values as a value condensation of people's fundamental interests at the Central Political Bureau meetings, teachers' symposiums, and school inspections, which are of key significance in enhancing China's cultural soft power and promoting the modernization of the national governance system and governance capacity. Therefore, values education should be infiltrated into the bits and pieces of people's study and life, leading to individual, social, and national development aspects and promoting values education on the ground from the practical level. Values education for young people is an inevitable requirement for cultivating builders and successors of the socialist cause and a realistic choice to meet the needs of students' healthy growth. As a code of conduct, socialist core values can help adolescents make correct behavioral judgments and behavioral choices and guide them to build a spiritual world that conforms to mainstream ideology.

School education bears the dual responsibility of knowledge education and values education. The purpose of education is to pursue the comprehensive and free development of human beings and to point to the shaping of human beings in the meaning of life. Therefore, school education should take care of students' pursuit of life from the spiritual dimension and values education to promote the growth of the spiritual life dimension in the subject curriculum. Subject teaching not only provides intellectual support for students' growth but also focuses on the creation of ideals and beliefs. By integrating and extending values education into all aspects of teaching, we can achieve a positive interaction between "morality" and "knowledge" establish and practice values, and improve the rationality of individual behavior, thus realizing the overall development of human beings. In order to forge the foundation of students' beliefs, teachers must examine the phenomenon of divorcing knowledge education from values education in the class so that students can understand professional knowledge and master professional skills on the one hand but also need to consciously explore and refine the value elements in the disciplines, activate the genes of nurturing people in the curriculum, and realize "knowledge transfer" and "value guidance" in the same direction.

To implement values education, teaching design is crucial. The level of teaching design is closely related to the implementation of teaching objectives and the achievement of teaching effects. The current controversy over the definition of instructional design mainly focuses on whether the instructional design is a process or a result. Some scholars point out that instructional design is the process of analyzing teaching problems, studying ways to solve them, and evaluating the teaching process and learning outcomes in a systematic plan or planning(He, 2002:15). In contrast, some scholars believe that instructional design is an operable and predetermined plan for the overall arrangement of teaching content, teaching methods, and teaching processes. Although there are differences, it can be concluded that instructional design is designed to better fit teachers' teaching and students' learning, to consider and optimize the combination of teaching elements, and to maximize the quality of teaching.

Some scholars state that values are the sum of people's beliefs, convictions, ideals, and other ideologies about the basic values in life(Huang, 2007:2).In the current educational context of China, the values education in schools is based on the socialist core values. Socialist core values are the external outline expression of the ideological content of socialism with Chinese characteristics, the

value ideals, and value guidelines of contemporary China placed in the framework of the guidance of Marxist Chinese theory, which steers the construction of the spiritual home of youth. Values identification is reaching cognitive, emotional, and behavioral identification with the twelve thematic words of socialist core values.

Class teaching is the main channel to implement values education for students. Among them, moral emotion is an emotional attitude of students in the face of moral cognition and behavior, which is an integral part of the character structure. Only when moral cognition is combined with the mediating variable, i.e., moral emotion, does moral motivation arise, which drives, controls, and regulates moral behavior. Therefore, Tan Chuanbao proposed that moral emotions can have a greater and more permanent activating effect on moral individuals(Tan, 1997). In the teaching process, teachers should not only pay attention to teaching objectives, teaching activities, teaching links, teaching evaluation, and other teaching designs to activate students' moral emotional experience but also consider the beneficial contribution of a democratic and pleasant class atmosphere and good and harmonious teacher-student relationship to the cultivation of values. The teachers' care and love for students shown in the teaching process can produce extremely powerful fluctuations and shocks in students' hearts so that students gradually develop a sense of affection and trust towards teachers and enhance the teacher-student friendship, thus better completing the teaching tasks.

In conclusion, the content and level of instructional design are closely related to students' value identity and are directly related to the generation of students' moral emotions. This study investigates the influence of subject teaching design on students' value identity from the perspective of subject teaching design and introduces students' moral emotions and teacher-student relationship as dependent variables to explore together. Through a questionnaire survey, this paper attempts to understand the design patterns of course instruction, the current status of students' values, and students' currently perceived teacher-student relationships and to establish a model in which instructional design influences students' value identity through the mediating variable, moral emotion, and the moderating variable, teacher-student relationship. Therefore, this paper proposes hypothesis 1: Instructional design positively promotes students' value identity; hypothesis 2: Instructional design significantly predicts students' moral emotions, and the higher the level of instructional design, the higher students' moral emotions and the stronger students' value identity; hypothesis 3: Moral emotions play a mediating role between instructional design and students' value identity; hypothesis 4: Teacher-student relationship plays a moderating role between instructional design and students' value identity.

2. Research Design
2.1 Study population

The sample covered different types and levels of secondary schools in China's western, central, and northeastern regions, considering both urban and rural areas. 120 teachers and 450 students were selected from 8 different secondary schools as the study subjects. After eliminating the invalid questionnaires according to certain rules and excluding the inattentive and regular questionnaires, 110 valid questionnaires were received from teachers and 426 valid questionnaires from students, with an effective rate of 94%.

2.2 Research tools

2.2.1. Instructional design questionnaire

The questionnaire consists of 14 items, including four aspects: design of teaching objectives, design of teaching contents, design of teaching activities, and design of teaching evaluation. According to the five-point Likert scale, one means very non-conforming, five means very conforming, and the higher the total score, the higher the level of instructional design. The Cronbach's alpha coefficient of the scale in this study was 0.852.

2.2.2 Values Identity Questionnaire

A self-administered values identity questionnaire was developed concerning national literature. The questionnaire consists of 12 questions, including three dimensions: cognitive identity, emotional identity, and action identity. Among them, the cognitive identity focuses on students' understanding of the connotation of socialist core values and their sense of self-identity and social responsibility; the emotional identity focuses on students' emotional satisfaction and fondness of socialist core values; the behavioral identity focuses on students' degree of the practice of socialist core values. The questionnaire uses a five-point scale from 1 to 5, ranging from "not at all" to "completely", and the higher the total score, the stronger the students' sense of value identification. The Cronbach's alpha coefficient for the total scale in this study was 0.843, and the Cronbach's alpha coefficients for the three sub-dimensions of cognitive identity, affective identity, and action identity were 0.839, 0.833, and 0.832, respectively.

2.2.3 Moral emotion scale

This scale includes four dimensions of responsibility, compassion, shame, and self-esteem, with 13 entries. A five-point Likert scale was used, with 1 indicating complete non-conformity to 5 indicating complete conformity. The higher the total score, the higher the level of moral emotion. The scale has a Cronbach's alpha coefficient of 0.847, which has good reliability and validity. The Cronbach's alpha coefficients for the four sub-dimensions in this study were 0.832, 0.763, 0.799, and 0.827, respectively.

2.2.4 Teacher-student relationship scale

Reference was made to the revised teacher-student relationship scale developed by Pianta (1994) and Zou Hong et al. (2007). The scale consists of 11 questions, all positive, to assess the quality of student-teacher interaction as perceived by students. The scale is scored on a five-point scale, with higher scores indicating a better teacher-student relationship. The Cronbach's alpha coefficient for the teacher-student relationship subscale in this study was 0.827.

2.3 Data processing

SPSS 26.0 and AMOS 23.0 software were used to analyze the data statistically. One-way analysis of variance was used to test for common method bias, descriptive statistics and correlation coefficient analysis were used to understand the relationship between variables, and SPSS macro program PROCESS was used to test for mediating effects.

3. Data analysis

3.1 Test for common method bias

Since this study involved a self-statement scale, assessing whether the data obtained were subject to common method bias was necessary. Common method bias was controlled during the administration by using an anonymous collection of questionnaires and controlling the sample source. Factor analysis was then used to conduct the information enrichment study, and the data showed a KMO=0.856, which was greater than 0.6 and met the prerequisite requirements for factor analysis. The data passed Bartlett's sphericity test (p<0.05), and the results indicated that the study data were suitable for factor analysis. The Harman one-way test was used to examine the sample data, and all question items were subjected to unrotated exploratory factor analysis. The test results showed that the factor analysis extracted nine factors with eigenvalues greater than one, with the first-factor variance explained at 22.809% (less than the critical criterion of 40%), indicating that there was no serious common method bias in this study.

3.2 Descriptive statistics and correlation analysis of each variable

The mean (M) and standard deviation (SD) of each variable and the total scores of value identity, moral emotion, and teacher-student relationship and their scores on each dimension are shown in Table 1. The questionnaires and scales involved in this study were scored on a 5-point scale with a midpoint value of 3. The data in Table 1 show that the subjects' value identity dimensions and their total scores were at the moderate to a high level, with the highest to lowest scores on each dimension being cognitive identity (4.127), affective identity (3.765), and behavioral identity (3.684). The students' moral emotions were moderately high, and the subjects' scores on each dimension from high to low were responsibility (4.113), compassion (4.102), self-esteem (3.985), and shame (3.326). The students' current perceived teacher-student relationships and overall scores on the level of instructional design of the Civics course were in the middle to upper range.

Table 1   Scores of each variable and its each dimension

variable		M	SD	Total score
value recognition	Cognitive identity	4.127	0.613	
	Emotional identity	3.765	0.698	3.858
	Behavioral identity	3.684	0.671	
moral emotion	responsibility	4.113	0.688	
	sympathy	4.102	0.669	3.881
	Shame	3.326	0.815	
	self-respect	3.985	0.742	
student relation	/	3.420	0.698	3.420
instructional design	/	3.655	0.697	3.655

Correlation analysis was used to study the correlations between instructional design and values

identity, moral emotion, and teacher-student relationship, and Pearson correlation coefficients were used to indicate the strength of the correlations. As shown in Table 2, values identity and moral emotion (r=0.577), values identity and teacher-student relationship (r=0.352), and values identity and instructional design (r=0.547) all showed significance at the 0.01 level, thus indicating a significant positive correlation between the four variables.

Table 2   **Correlation matrix of each variable**

	value recognition	moral emotion	student relation	instructional design
value recognition	1			
moral emotion	0.577**	1		
student relation	0.352**	0.263**	1	
instructional design	0.547**	0.476**	0.342**	1

* p <0.05 ** p <0.01

3.3 Structural equation model analysis

The data were imported into AMOS 23.0 software, and the model fitting parameters were obtained by applying the great likelihood method. The displayed values of most of the fitted parameters in Table 3 meet the standard requirements, indicating that the sample data have an excellent fitting effect.

Table 3   **Model fit degree**

Fitting the index	criterion for judgement	actual value	Fits the results
Absolute fit metrics			
CMIN/DF	<3	1.124	ample
RMR	<0.08	0.30	ample
GFI	>0.9	0.956	ample
AGFI	>0.9	0.946	ample
RMSEA	<0.08	0.017	ample
Value-added fitting index			
NFI	>0.9	0.952	ample
IFI	>0.9	0.995	ample
TLI	>0.9	0.994	ample
CFI	>0.9	0.994	ample
Simple fitting index			
PNFI	>0.5	0.843	ample
PCFI	>0.5	0.881	ample

Based on the path coefficient analysis results among the variables shown in Table 4, the relationships among the potential variables of instructional design, moral-emotional, teacher-student relationship, and values identity can be determined. Values identity had a significant positive effect on cognitive identity (β=0.577, p<0.05), affective identity (β=0.56, p<0.05), and behavioral identity

(β=0.567, p<0.05). Instructional design positively predicted value identity (β=0.28, p<0.05), so hypothesis H1 holds. The instructional design significantly affected moral affect (β=0.576, p<0.05), and hypothesis H2 was verified. Moral emotions positively contributed to the level of values identity (β=0.761, p<0.05); moral emotions had a significant positive effect on responsibility (β=0.621, p<0.05), empathy (β=0.599, p<0.05), shame (β=0.498, p<0.05), and self-esteem (β=0.583, p<0.05). According to the above analysis, there is a significant correlation between value identity and instructional design and moral emotion, where moral emotion plays a significant mediating role between instructional design and value identity, and hypothesis H3 holds.

Table 4   Analysis of the pathway coefficient between the variables

	way		Normalized coefficient path	Non-normalized coefficient paths	S.E.	C.R.	P
value recognition	←	instructional design	0.28	0.219	0.061	3.613	***
moral emotion	←	instructional design	0.576	0.479	0.06	8.027	***
value recognition	←	moral emotion	0.761	0.717	0.106	6.766	***
Cognitive identity	←	value recognition	0.577	1			
Emotional identity	←	value recognition	0.56	0.945	0.108	8.778	***
Behavioral identity	←	value recognition	0.567	0.961	0.109	8.854	***
responsibility	←	moral emotion	0.621	1			
sympathy	←	moral emotion	0.599	0.985	0.107	9.199	***
Shame	←	moral emotion	0.498	0.966	0.12	8.034	***
self-respect	←	moral emotion	0.583	0.93	0.103	9.034	***

The mediating effect test mainly used the Bootstrap method in the PROCESS macro program written by Hayes. The upper and lower limits of the Bootstrap 95% confidence interval for the mediating effect of moral emotion between instructional design and value identity did not contain 0, indicating that the mediating effect of moral emotion was significant, i.e., instructional design not only predicted value identity directly, but also predicted value identity through the mediation of moral emotion. This direct effect (0.28) and mediating effect (0.439) accounted for 39% and 61% of the total effect (0.719), respectively.

According to the moderating effect test introduced by Chung-Lin Wen et al. (2022), all variables were standardized, and then three models were developed to test the moderating role of teacher-student relationships between instructional design and values identity. Model 2 adds the moderating variable, the teacher-student relationship, to Model 1, and Model 3 adds the interaction term between teacher-student relationship and instructional design to Model 2. As shown from Table 5, the regression coefficient of the interaction term between teacher-student relationship and instructional design is significant (t=3.964, p=0.000<0.05), indicating a significant moderating effect of teacher-student relationship between instructional design and value identity.

Table 5   Results of the regulatory effect analysis (n=426)

	model 1					model 2					model 3				
	B	standard error	t	p	β	B	standard error	t	p	β	B	standard error	t	p	β
constant	3.419	0.028	120.646	0.000**	-	3.419	0.028	123.246	0.000**	-	3.380	0.029	116.768	0.000**	-
instructional design	0.456	0.034	13.467	0.000**	0.547	0.403	0.035	11.417	0.000**	0.483	0.390	0.035	11.178	0.000**	0.467
student relation						0.160	0.036	4.413	0.000**	0.187	0.162	0.036	4.550	0.000**	0.189
Instructional design * Teacher-student relationship											0.165	0.042	3.964	0.000**	0.156
R 2		0.300					0.330					0.354			
Adjust the R 2		0.298					0.327					0.350			
F price	F (1,424)=181.349,p=0.000					F (2,423)=104.361,p=0.000					F (3,422)=77.233,p=0.000				
△R 2		0.300					0.031					0.024			
△F price	F (1,424)=181.349,p=0.000					F (1,423)=19.473,p=0.000					F (1,422)=15.716,p=0.000				

Dependent variable: value identity

* p<0.05 ** p<0.01

The slope plot of the moderating effect of teacher-student relationships reveals that both high and low levels of teacher-student relationships moderate the effect of instructional design on value identity. The effect of high level of teacher-student relationship (simple slope=0.525, t=11.325, p<0.001) was stronger than the effect of low level of teacher-student relationship (simple slope=0.255, t=5, p<0.001). Therefore, the teacher-student relationship moderates instructional design and value identity, and hypothesis H4 was verified.

4. Discussion and Suggestions

4.1 The level of value identity is high, but there is internal misalignment

According to the above analysis, the average score of students' value identity is 3.858, which is in the middle to the upper level, and the scores of each dimension of cognitive identity, emotional identity, and behavioral identity are 4.127, 3.765, and 3.684. This indicates that the connotation of socialist core values fits with the value pursuit of young students, and students have a high level of value identity. However, there are also cases of internal misalignment of value identity.

As a whole, students' emotional identity is weak and behavioral identity is low. Although most students show good political literacy and have correct political attitudes, there are still a small number of students whose value choices and value judgments about socialist core values are unstable and easily influenced by the external environment and external things. The survey found that there is a disconnect between "knowledge" and "action" among the subjects. Students can recognize, understand and accept the socialist core values, but they do not practice them in their daily life and study or they do not practice them enough. Therefore, in the process of education and teaching, teachers should make good use of students' "high cognition" to deepen their emotional identity to build a bridge from cognition to behavior, help students regulate their own moral behavior, dissolve the "lack of moral emotion", and enhance the stability of students' identification with socialist core values.

4.2 Instructional design positively predicts students' value identity level

The results of the correlation analysis in this study show that instructional design is related to students' value identity, and the higher the level of instructional design, the stronger students' value identity, and the higher the level of instructional design, the better it can anchor the direction of classroom teaching.

As the starting point and destination of teaching activities, the design structure and language expression of teaching objectives directly affect the achievement of teaching effects. The presentation of values education in subject teaching should not be isolated. When designing teaching objectives, teachers should consider the deeper meaning of values education, integrate knowledge education objectives with values education objectives, and break the shackles of superficial teaching. For example, in geography and biology classes, students can understand the connotation of "green water and green mountains are golden mountains" by learning about the geographical conditions of local nature reserves, natural resources, and biodiversity, and guiding them to perceive the concept of "harmony" in socialist core values. The concept of "harmony" in the core socialist values.

Teaching content is an important vehicle for implementing subject knowledge and an effective teaching element for achieving teaching goals. This requires teachers to refine and deepen the subject matter at the professional level, grasp the internal logical structure of subject matter knowledge and value education, link explicit textual materials to students' hearts and minds, and actively seek the unity of professional academic logic and value education logic. However, it does not mean that all disciplinary content is suitable for integrating values, and forcing it will only be counterproductive. When incorporating both, it is crucial to follow the continuity of the discipline's own structure and to avoid changing and destroying the essence of disciplinary teaching. Teachers should design innovative teaching activities based on the subject's characteristics and guide students to cognitive conflicts from multiple dimensions and touchpoints. For example, when teaching the topic of "patriotism", teachers can "ask for breadth" from history, politics, language and other disciplines, draw on the organic nutrients of each discipline, and draw out the threads and layers in the tensional issues. The process of socialist core values identification is the process of students changing their value cognitive structure to conform to social value norms, and values identification emphasizes the construction of students' self-subjectivity, which indicates that teachers should pay attention to interpersonal interaction and self-internalization in the teaching process. Based on a full understanding of the twelve concepts of socialist core values, teachers should select appropriate contents for "independent inquiry" and "cooperative learning", adopt more student-friendly teaching methods, use the law of sensory synergy to improve students' participation in the class and eliminate the need for the students to be willing and active. We also use the law of sensory synergy to improve students' voluntary and active participation in class and to eliminate the phenomenon of "marginalized students" in the classroom.

Assessment is the finishing touch to the design of teaching and learning activities and contributes to the optimization of teaching and learning. In order to measure students' value identity, teachers are required to establish a comprehensive evaluation dimension in three aspects: cognitive identity, emotional identity, and behavioral identity, combine qualitative and quantitative evaluation, and combine process and summative evaluation, form a dynamic teaching evaluation system with the

participation of teachers, students, parents, and society, and track students' value identity in all aspects, fields, and processes.

4.3 Moral emotions play a mediating role in the relationship between instructional design and value identity

The results of the study showed that moral emotions positively contributed to the level of value identity, and instructional design could positively predict value identity through the mediating effect of moral emotions, and the mediating effect accounted for 61% of the total effect. Values are "relationships that exist for me" constructed by people through practice, and educating students about values is an endeavor to unify social and personal values. Culturing and strengthening value identity is a long-term, complex, and systematic project. As students develop human beings, their values are constructed in a dynamic movement of constant development and change. Hence, schools need to keep a constant eye on them, rethink and seriously consider the importance of students' moral emotions to enhance the level of values identity, and take the development of students' moral emotions as an important indicator to test the effectiveness of moral education. Teachers need to improve the current situation that moral and emotional education is superficial, change the traditional education concept that emphasizes "reason" rather than "emotion", and gradually eliminate the shackles of the formatted and prescriptive teaching mode. Through teachers' stimulation and strengthening of students' moral emotions, students gradually develop empathy and resonance with the connotation of socialist core values, meet their own needs for comprehensive human development, get rid of "human dependence" and "material dependence", and become real "complete human beings". They should be able to become "complete human beings" and complete the metamorphosis from the outside to the inside and then from the inside to the outside. At the same time, teachers should also pay attention to students' value practice behavior, and the purpose of education is to encourage students to form moral consciousness that is compatible with their value understanding, value beliefs, and behavior and to grow into "firm believers, active transmitters, and exemplary practitioners" of socialist core values. Moral emotion is manifested through moral practice. Teachers can rely on school-based classes, school clubs, volunteer services, and other special activities to focus on their role in cleansing the mind, cultivating moral sentiment, improving moral cultivation, and raising the level of moral emotion.

4.4 Teacher-student relationship plays a moderating role in the mediating model

The survey found that the level of students' value identity increased step by step with the gradual improvement of teacher-student relationship, and the total level of value identity increased from 3.41 at the "low" level to 4.03 at the "high" level and the difference between the two was very significant. This leads to the conclusion that teacher-student relationships play an essential role in students' value identity levels. The reason for this is that the cultivation of values must "return to the people themselves", and a good teacher-student relationship will have the remarkable effect of "being close to the teacher and believing in his or her way". The teacher's friendly tone and warm gestures will make students feel the teacher's warmth and quickly close the distance between the teacher and the students, which is conducive to the teacher leading the students into the subject area, which is a prerequisite for the implementation of subject education. Teachers enter the classroom teacher-student dialogue field as a companion, listener, and guide, give students enough respect,

care, and love in the process of education and teaching, and enter the inner world of students in communication. Students will be brave enough to express their ideas and opinions only when they feel psychologically safe. In between the question and answer sessions, teachers and students are linked emotionally so that teachers can intermingle values education with students' hearts and minds. In addition, teachers need to focus on improving students' learning experiences. They should adjust the teaching content according to the learning situation, help students clarify the problematic points of knowledge in time, and let them gain knowledge in a pleasant and relaxed atmosphere. The more relaxed students are, the more interested they are in the subject matter and the more trust and affection they have for their teachers. Teachers should also pay attention to the role of peer role models and create a platform and channel for students to communicate their emotions and resonate their thoughts through the inculcation and guidance of positive values in the peer group. Paying attention to the development and maintenance of a good teacher-student relationship in teaching, allowing students to have positive emotional experiences in the learning process and to hold positive attitudes toward their teachers can further motivate students to actively participate in classroom teaching activities and contribute to the progressive development of students' value identity.

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