

Current Status of Information Social Responsibility Cultivation Guided by Morality Cultivation and Talent Development

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Abstract: To clarify the research progress and practical dilemmas in cultivating social responsibility in the information society under the guidance of fostering virtue and nurturing talent, this study systematically analyzes relevant literature using bibliometric methods based on the China National Knowledge Infrastructure (CNKI) database. The paper approaches the topic from three dimensions: the research characteristics of this field, core issues, and development trends. The results show that: current literature rarely explores the relationship between fostering virtue and nurturing talent and the core literacy of information technology disciplines; there is little research or practical application on how the implementation of core literacy in disciplines reflects fostering virtue and nurturing talent; and the research methods and theoretical frameworks still need improvement. This study provides reference and insights for further research and practice in cultivating social responsibility in the information society under the guidance of fostering virtue and nurturing talent.

Keywords: Information social responsibility, Cultivating virtue and fostering talents, Bibliometric analysis, Information technology

1. Introduction

Since the 18th National Congress of the Communist Party of China, the Party Central Committee, with Comrade Xi Jinping at its core, has keenly grasped the situation, taken a long-term perspective, and placed high importance on cultivating socialist builders and successors, making the cultivation of virtue and talent the fundamental task of education. Social responsibility in the information society, as the concentrated embodiment of “virtue” in information technology courses, has become increasingly important. In the “General High School Information Technology Curriculum Standards (2017 Edition)” issued by the Ministry of Education, the core literacy of the information technology subject is defined as information awareness, social responsibility in the information society, digital learning and innovation, and computational thinking. Social responsibility in the information society refers to “the responsibilities individuals should fulfill in cultural cultivation, moral norms, and behavioral self-discipline within the information society,” and is a key element that transcends disciplinary boundaries, regulating and guiding the development of the other three core literacies. Therefore, whether in primary or high school education, social responsibility in the information society is an important cornerstone for implementing the fundamental task of fostering virtue and nurturing talent in information technology courses and a crucial educational objective of the subject.

However, from the perspective of information technology teaching practice, while the teaching of information knowledge and skills has matured and improved, education on social responsibility in the information society under the guidance of fostering virtue and nurturing talent has received little attention. This has become a blind spot, difficulty, and point of confusion in everyday information technology education. Current research on cultivating social responsibility in the information society still has shortcomings, such as a single research type and an incomplete theoretical framework. Therefore, this paper analyzes the current status of cultivating social responsibility in the information society under the guidance of fostering virtue and nurturing talent, aiming to clearly understand the current focus and research depth on this issue in the education field. It provides theoretical support and direction for future educational practices, with significant implications for enhancing students' comprehensive qualities, promoting social harmony, and addressing challenges posed by informatization.

2. Research design

2.1. Data sources

This study uses the “China National Knowledge Infrastructure” (CNKI) as the data source, selecting relevant core journal literature and master’s and doctoral theses on “social responsibility in the information society” published in CNKI as research samples. The sample acquisition method is as follows: using the “Advanced Search” function, selecting “Academic Journals” in the category source, and searching for “social responsibility in the information society” as the exact title and keyword. At the same time, “Peking University Core” and “CSSCI” were selected as sources for the search. The method for acquiring thesis samples is the same. As of November 2, 2024, a total of 52 articles were retrieved. After excluding literature unrelated to the topic or non-academic content (such as conference notifications, scope notices, etc.), the remaining 45 articles were taken as valid research samples, including 8 journal papers and 37 theses.

2.2. Data analysis methods

This study primarily employs bibliometric methods. Bibliometric methods are a research paradigm that uses mathematical or statistical techniques to quantify the external characteristics of literature, and subsequently assess the development trends of a discipline [1]. In the research process, literature related to the cultivation of social responsibility in the information society is selected as analysis samples, with a focus on constructing a quantitative analysis framework from dimensions such as literature output quantity, disciplinary distribution characteristics, types of literature carriers, core author groups, and institutional cooperation networks. By constructing knowledge maps and conducting citation analysis, this study systematically reviews the migration paths of research hotspots in this field, identifies the spatial distribution characteristics of key research forces, and predicts the development trends of the discipline based on the patterns of literature growth. This objective data-driven analytical method can effectively reveal the evolutionary trajectory and development direction of research on cultivating social responsibility in the information society.

2.3. Research steps

First, literature retrieval and sample determination. Literature was retrieved from core databases and core journals. During the retrieval process, to ensure that the obtained literature is of high quality, strong relevance, and significant academic contribution value, this study selected valid research samples after screening and evaluation. Second, sample analysis and summary. The filtered research samples were analyzed using bibliometric methods, with statistics performed on dimensions such as

the annual publication trend, journal sources, research levels, and research types, to summarize the external characteristics of research on social responsibility. Third, research hotspots and prospects. Using bibliometric methods and visualization analysis tools, research hotspots and frontiers are presented, future development trends of the field are predicted, and the shortcomings in the research findings are summarized, thereby providing direction for further in-depth research.

3. Research results and analysis

3.1. Bibliometric analysis

3.1.1. Annual publication volume analysis

This study organizes and summarizes the research samples obtained, as shown in Figure 1, which reflects the changing trend in the number of research papers on social responsibility in the information society. It can be observed that the distribution trends of master's and doctoral theses are generally similar to the total number of papers, indicating that these theses constitute the main body of research on cultivating social responsibility in the information society.

The earliest literature on “social responsibility in the information society” in core journals appeared in 2017, with the first paper being “Description and Classification of Core Literacy in High School Information Technology” published by Xie Yueguang et al. in *China Educational Technology* in May 2017 [2]. This paper specifically elaborates on the concept, connotation, and manifestation of social responsibility in the information society. A review of the research in this field shows that it is primarily divided into three development stages: (1) Emerging Stage (2015–2018): Dissection of core literacy elements. During this stage, research on social responsibility in the information society exhibited sporadic characteristics, with fewer than five papers published each year, indicating that the research was still in its infancy. (2) Preliminary Development Stage (2019–2020): Clarification of the concept and connotation of social responsibility in the information society. The number of publications showed a stable growth trend. This may be attributed to the speech by General Secretary Xi Jinping at the National Education Conference in September 2018, where he emphasized: “We must integrate moral education with ideological and moral education, cultural knowledge education, and social practice education, running through basic education, vocational education, and higher education at all levels. The subject system, teaching system, textbook system, and management system should be designed around this goal.” Against this backdrop, more and more scholars began to realize the importance of cultivating social responsibility in the information society and actively engaged in related research. At this stage, research mainly focused on analyzing the connotation, with domestic scholars defining and analyzing the concept of social responsibility. Shi Kexin [3] explained the connotation of social responsibility in “On Students’ Social Responsibility in the Information Society and Its Cultivation,” stating that social responsibility in the information society refers to the behavioral tendencies displayed by individuals under the constraints of social norms and criteria in the information society. Ming Hua et al. [4], while discussing the connotation of information literacy, considered “social responsibility in the information society” as one of the key indicators, asserting that “a person with information literacy should possess a sense of social responsibility in the information society.” (3) Focus Stage (2021–Present): Rapid development of strategies for cultivating social responsibility in the information society. The number of publications sharply increased, reaching 11 papers by 2023, indicating that the research has attracted widespread attention. Notably, the number of publications between 2021 and 2023 accounted for 55.3% of the total publications from 2015 to 2024, marking this period as a peak in research activity. The research increasingly focused on curriculum standards and practical research. Wang Pei [5] explored strategies for cultivating high school students’ social responsibility in the information society from the perspective

of core literacy in high school information technology classroom teaching practice. Ma Xuan [6], based on years of practical experience in elementary education, developed a curriculum model for cultivating social responsibility in the information society for primary school students. It is worth mentioning that following the National Education Conference in September 2018, the repeated emphasis on moral education and curriculum ideology led Xie Qi et al. [7] to propose a new structure for the core literacy of the high school information technology curriculum, placing social responsibility at the central position. Social responsibility can awaken relevant responsibility awareness in information consciousness, and the use of computational thinking to solve problems requires the assumption of certain social responsibilities. The process of digital learning and innovative achievements should highlight social responsibility in the information society. In summary, current research on social responsibility in the information society in China is mainly theoretical, with relatively few practical studies, most of which focus on teaching strategies. There is a pressing need for experts and scholars to delve deeper into this area.

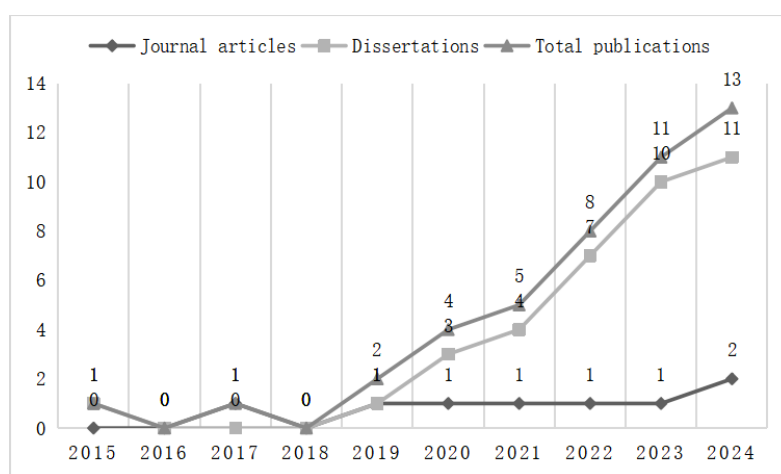


Figure 1: Annual distribution of literature on social responsibility in the information society

3.1.2. Distribution of source journals

By analyzing the sources of the literature, we can identify the primary research groups in the field of information social responsibility. This study statistically analyzes the sources of all the literature samples, and the results are shown in Table 1.

Table 1: Distribution of journal publications

Number	Journal	Frequency	Percentage (%)
1	《China Educational Technology》	2	4.44
2	《Modern Educational Technology》	1	2.22
3	《Curriculum, Teaching Material and Method》	1	2.22
4	《People's Education》	1	2.22
5	《Teaching Reference of Middle School Politics》	1	2.22
6	《Teaching & Administration》	1	2.22
7	《Journal of Beijing Normal University(Social Sciences)》	1	2.22

From Table 1, it can be seen that China Educational Technology has the most publications, indicating that scholars in the field of educational technology are the main contributors to research on information social responsibility. Additionally, there are journals like Modern Educational Technology, Curriculum, Teaching Material and Method, People's Education, and Teaching & Administration, suggesting that the main arena for information social responsibility research is in universities. Different journals focus on different aspects of information social responsibility. China Educational Technology and People's Education focus more on the construction of teaching models for cultivating information social responsibility and related theoretical research, while Modern Educational Technology places more emphasis on research into cultivation strategies for information social responsibility.

3.1.3. Distribution of research levels

An analysis of the distribution of research on information social responsibility across educational stages reveals research hotspots, gaps, and potential intersections [8]. Figure 2 shows the distribution of applied research on information social responsibility across educational levels. It can be seen that current applied research on information social responsibility does not involve the preschool education stage, with only one study from higher education and two from other fields. The remaining research is focused on primary and secondary education, with 4 studies at the primary school level, accounting for 9%, and the largest number, 39 studies, at the secondary school level, accounting for 87% of the total applied literature. Therefore, from the distribution of included literature across educational stages, further research is needed on how to cultivate information social responsibility in university students and preschool children. The focus is currently on primary and secondary education, likely due to the emphasis on core competencies in the new curriculum standards under policy guidance. The new curriculum clearly states the need to cultivate students' information social responsibility literacy. In terms of content, applied research in primary and secondary education mainly focuses on how to cultivate students' information social responsibility, exploring effective teaching strategies, methods, practices, and the use of specialized teaching techniques. Additionally, some scholars have built teaching models from a macro perspective. Overall, research on the educational stages of information social responsibility is growing.

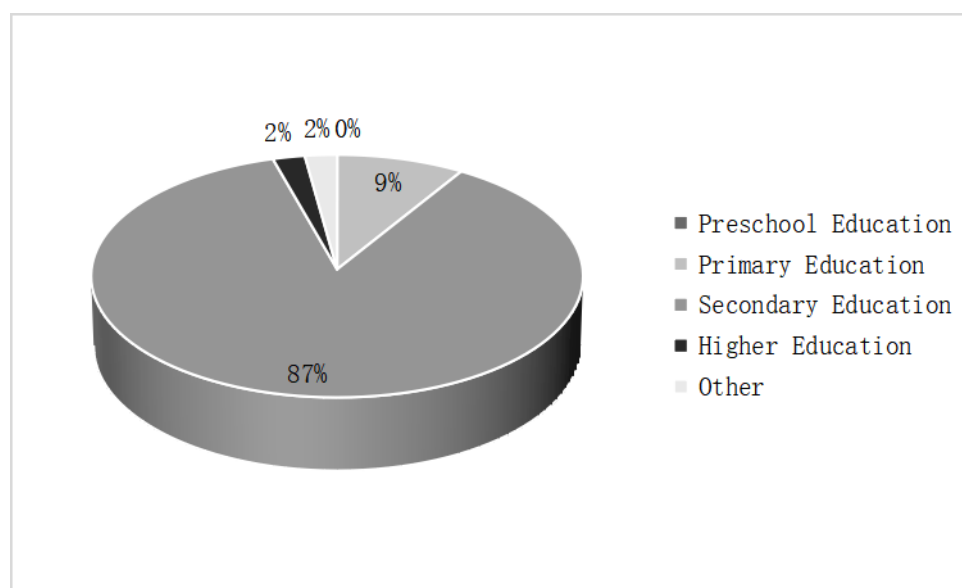


Figure 2: Distribution of applied research on information social responsibility by educational level

3.2. Analysis of research types

If research methods refer to the approaches, tools, and means used in scientific research, then research types abstractly summarize the overall research approach of scientific activities, reflecting researchers' research methods and thinking processes [9]. A paper may employ multiple research methods, but its overall approach tends to follow a specific research style, which is the research type. This study adopts the classification method from Gao Yihong et al. [10] and Wen Qiufang and Wang Lifei [11] regarding foreign language teaching research methods, in combination with interdisciplinary theme-based learning research, to categorize research types into three main categories: theoretical construction, practical exploration, and review. The analysis results of the research types of information social responsibility literature are shown in Table 2.

It can be seen that practical exploration articles dominate, accounting for 84.44% of the total. Theoretical construction articles account for 15.56%, while literature on the research progress of information social responsibility (0.00%) is scarce. This is because the cultivation of core competencies is achieved through subject teaching, and the development of students' "subject core competencies" must be implemented in the classroom, making the research on "information social responsibility" as a core competency of the subject empirical in nature.

An analysis of the development trend of research types by year shows that between 2015 and 2018, the number of articles in different categories was very small, indicating the initial stage of the research. From 2019 to 2021, practical exploration articles began to emerge, and from 2022 to 2024, practical exploration articles showed a significant growth trend, with a rapid increase. Other types of articles did not show obvious increases or decreases. Notably, after 2020, the number of such articles significantly surpassed the number of other types of articles, reflecting that Chinese scholars' research on information social responsibility transitioned from exploration in terms of theoretical discussion and data accumulation to applied research after 2020. However, with the advancement of research, many scholars have realized the important guiding role of theoretical research for applied research. Since the theoretical system for information social responsibility is still incomplete, some scholars have once again focused on theoretical discussions. For example, in 2024, Xie Qi and Li Xiumei proposed a new structure for core competencies in high school information technology education, led by information social responsibility, in the paper "The New Structure of Core Competencies in High School Information Technology from the Perspective of Morality Education" [7]. An in-depth analysis of the specific research methods reveals that: (1) In theoretical construction articles, interpretive-oriented research (56.04%) is the most common, followed by strategy or action-oriented research (42.86%). (2) Practical exploration articles are classified based on data sources into qualitative research, quantitative research, and mixed methods research. Qualitative research (47.37%) dominates, while quantitative (26.32%) and mixed methods research (26.32%) are less common. Data collection is primarily based on questionnaires and interviews. In summary, current research on information social responsibility shows a characteristic of practical exploration leading and theory lagging behind, which undoubtedly neglects the foundation. Theoretical construction is essential for grounding practical exploration and providing direction. Therefore, future research needs to strengthen both the quantity and quality of theoretical research to improve the scientific level of research.

Table 2: Statistical analysis of information social responsibility literature types (2019-2024)

	2019	2020	2021	2022	2023	2024	Total
	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)	
Practical	2	3 (75%)	4 (80%)	8	10	11	38 (84%)
Exploration	(100%)			(100%)	(90%)	(85%)	
Theoretical	0 (0%)	1 (25%)	1 (20%)	0 (0%)	1 (10%)	2 (15%)	7 (16%)
Construction							
Review	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

3.3. Research focus analysis

3.3.1. Word frequency analysis

High-frequency keywords can reflect the research hotspots in a particular field, and their variations also indicate the developmental trends of these research hotspots to some extent. In this study, SATI software was used to conduct keyword frequency statistics on all the literature in the sample. A total of 77 keywords were extracted, with the top 10 keywords selected. The cumulative frequency percentage of these top 10 keywords was 51.27%. To more clearly present the structure of research topics in the field of information social responsibility, and to better grasp the core content and trends of information social responsibility research [12], this study categorizes the high-frequency words into four major categories based on their functional dimensions: learning objectives, teaching strategies, practical contexts, and research methods. A table of high-frequency keywords is shown in Table 3, and a partial high-frequency keyword co-occurrence matrix is shown in Table 4.

From Table 3, it can be seen that, aside from the key term “information social responsibility,” the top 10 keywords are in the following order: “high school information technology,” “instructional design,” “case-based teaching,” “teaching model,” “action research,” “project-based teaching,” “information technology,” “information technology curriculum,” and “experiential learning.” This indicates that the research at the applied level primarily focuses on the secondary school stage, with the main research content being instructional design, where there is considerable attention given to fostering information social responsibility in classroom practice.

Table 3: List of high-frequency keywords

Category	Keyword	Frequency	Percentage (%)	Cumulative Percentage (%)
Learning Objectives	Information Social Responsibility	39	25.00	25.00
Practical Context	High School Information Technology	9	5.77	30.77
	Information Technology	3	1.92	48.07
	Information Technology Curriculum	3	1.92	49.99
	Instructional Design	6	3.85	34.62
Teaching Strategies	Case-Based Teaching	6	3.85	38.47
	Teaching Model	4	2.56	41.03
	Project-Based Teaching	4	2.56	46.15
	Experiential Learning	2	1.28	51.27
Research Methods	Action Research	4	2.56	43.59

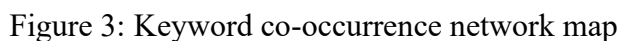
Table 4: High-frequency keyword co-occurrence matrix (partial)

	Information Social Responsibility	High School Information Technology	Instructional Design	Case-Based Teaching	Teaching Model	Action Research	Project-Based Teaching
Information Social Responsibility	39	9	6	6	4	4	4
High School Information Technology	9	9	1	2	0	2	0
Instructional Design	6	1	6	2	0	1	2
Case-Based Teaching	6	2	2	6	0	1	0
Teaching Model	4	0	0	0	4	0	0
Action Research	4	2	1	1	0	4	0
Project-Based Teaching	4	0	2	0	0	0	4

As shown in the co-occurrence matrix in Table 4, the values on the diagonal represent the frequency of the appearance of each keyword. When two keywords appear together in the same document, it indicates a relationship between these two keywords. For example, the value at the intersection of the seventh row and the first column is 4, indicating that “information social responsibility” and “project-based teaching” appeared together as keywords in the same document four times.

3.3.2. Co-occurrence network analysis

By conducting keyword frequency statistics, the main research hotspots related to information social responsibility can be identified. In order to further explore the hidden internal relational structure (core and periphery) between keywords, and to provide conditions for analyzing and explaining the research hotspots in the field of information social responsibility, the co-occurrence matrix shown in Table 4 was imported into UCINET 6.0. Using NetDraw, a keyword co-occurrence network map was drawn, as shown in Figure 3. In this map, square nodes represent keywords, and the size of each node reflects the frequency of that keyword’s occurrence. Larger nodes indicate that the keyword appears more frequently in the literature and has greater control over other keywords. The lines between nodes represent a co-occurrence relationship in the same document, and the density of these lines indicates the frequency of co-occurrence between keywords. Referring to the work of Chi Jiahui et al. in the article Research on the Hotspots and Development Trends of Deep Learning: A Visualization Study Based on Co-word Analysis, the social network map can be analyzed from three aspects: the size of the keyword nodes, the thickness of the lines between nodes, and the overall structure of the social network map [13]. The analysis results are as follows:



As shown in Figure 3, “information social responsibility” is at the center of the keyword co-occurrence network and is the core node in the network. In addition, nodes such as high school information technology, instructional design, case-based teaching, and teaching models are also relatively large, forming the high-frequency keywords of information social responsibility research. These keywords represent the hot research topics in the field of information social responsibility.

From Figure 2, it can be seen that starting from “information social responsibility,” the distance to the “high school information technology” node is the shortest, and the line between them is the thickest. This indicates that the application level of information social responsibility research is mainly focused on the high school stage. The next most prominent keywords are instructional design, case-based teaching, and teaching models. It can be observed that research on the cultivation of information social responsibility mainly focuses on the information technology discipline, with research content primarily centered on instructional design and teaching models, and case-based teaching being the predominant teaching method. Moreover, the four nodes representing core literacy, information literacy, information awareness, and information capability are closely linked, indicating that research on the cultivation of core literacy in the information technology discipline is not isolated. The four elements mutually support and penetrate each other, collectively promoting the improvement of students’ digital literacy and skills. Additionally, the cultivation of core literacy cannot be separated from the support of information literacy, which provides the foundational knowledge and skills to achieve core literacy.

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As shown in Figure 2, the lines between the nodes in the co-occurrence network intercross and form a connected graph that displays the frequency and relationships of the various keywords. First, from the overall structure of the co-occurrence network, the density between nodes is moderate, with no significant differences in sparsity, indicating that the research content related to information social responsibility is relatively balanced. Scholars have a broad range of interests and do not show any clear bias. However, the connections between keywords are not very tight, which suggests that while the research on information social responsibility is extensive, the studies in each specific area are not yet deeply explored. In addition, some marginal nodes appear in the co-occurrence network, such as “college students’ social responsibility” and “information ethics literacy,” which represent the current weaknesses in the field of information social responsibility research. Future research should focus on broadening the scope of studies and applying research outcomes to educational practice. This also suggests that research on information social responsibility could begin with information ethics education.

3.4. Development trend analysis

Lee, W. H. proposed that in a co-word network, the degree centrality, closeness centrality, and betweenness centrality of keyword nodes can not only reflect the current research hotspots of a particular field but also predict the future development trends of that field [14]. Among these, degree centrality refers to the degree of concentration of each node in the network, betweenness centrality refers to the degree of separation between a node and other nodes in the network graph, and closeness centrality refers to the centrality of a node based on the closeness or distance measurement between all nodes in the network. Typically, when a keyword node has high betweenness centrality and low degree and closeness centralities, the node can be used to reflect the development trends of the research field [15]. Therefore, to predict the development trends in the field of information social responsibility, this study imported the co-occurrence matrix into UCINET and used multiple measures to calculate the results, as shown in Table 5.

Table 5: Keyword centrality statistical analysis results (partial)

Number	Keyword	Degree Centrality	Closeness Centrality	Betweenness Centrality
1	Information Social Responsibility	80.000	64.000	872.167
2	High School Information Technology	18.000	99.000	13.500
3	Instructional Design	15.000	102.000	5.500
4	Case-Based Teaching	13.000	103.000	3.500
5	Teaching Model	11.000	99.000	11.917
6	Action Research	8.000	105.000	0.000
7	Project-Based Teaching	10.000	104.000	2.500
8	Information Technology	8.000	105.000	1.000
9	Information Technology Curriculum	5.000	106.000	0.500
10	Experiential Learning	5.000	103.000	1.583
11	Information Awareness	6.000	104.000	1.500
12	Information Social Responsibility Literacy	5.000	136.000	6.833

Table 5: (continued)

13	Junior High School Information Technology	5.000	105.000	1.000
14	Junior High School Education	6.000	100.000	37.833
15	Junior High School Students	4.000	106.000	0.500
16	Cultivation Strategies	3.000	107.000	0.000
17	Disciplinary Core Competencies	4.000	102.000	52.333
18	Teaching Strategies	5.000	101.000	31.333
19	Core Competencies	6.000	104.000	1.500

From the three types of centrality of the keywords in Table 5, it can be seen that keywords such as disciplinary core literacy, junior high school education, teaching strategies, and teaching models relatively meet the characteristics of “low degree centrality and closeness centrality, high betweenness centrality.” This indicates that these keywords can, to some extent, represent the development trends in the field of information social responsibility in the coming years. Based on these keywords, the author has classified and analyzed them to predict three major mainstream development trends for the future development of information social responsibility.

3.4.1. Integration and cultivation of subject core literacy

As a key pivot node, “subject core literacy” signals that it will lead the in-depth development of research. Since the promulgation of the new curriculum standards, the focus of research on information social responsibility has shifted from the cultivation of single literacy to the integration of information social responsibility with core literacies such as computational thinking and digital learning. This shift aims to further explore suitable teaching methods and content. Special attention is needed to explore the normative guiding mechanisms of information social responsibility for other literacies, constructing a “responsibility awareness infiltration - technological ability cultivation - innovative practical application” closed-loop for educating individuals.

3.4.2. Systematic practice in junior high school education

The junior high school stage is a critical period for students to form values and a sense of social responsibility. Therefore, in the field of information social responsibility, the junior high school stage will become an important focus. With the widespread use of information technology and increasing student participation in the information society, how to effectively cultivate students’ awareness of information social responsibility at the junior high school level will become an urgent issue.

3.4.3. Innovation in teaching strategies and models

With the continuous advancement of educational technology and the updating of teaching concepts, we need to continuously explore and implement new teaching strategies and models to better cultivate students’ awareness of information social responsibility. This exploration can be conducted from multiple dimensions, including technology-driven approaches, student-centered methods, the transformation of teachers’ roles, curriculum content updates, and improvements in assessment methods. Future research will deeply explore the moral education value of project-based learning, issue-centered teaching models, and develop responsibility cultivation pathways with disciplinary characteristics.

4. Research conclusions and insights

This study utilized bibliometric methods to analyze the progress of research on information social responsibility from aspects such as annual publication trends, journal sources, research fields, types of research, research hotspots, and development trends. The following conclusions were drawn:

Firstly, the research development shows characteristics of three stages of evolution. Research on information society responsibility is mainly divided into the embryonic stage, the preliminary development stage, and the stage of gaining attention. From 2015 to 2018, it was the period of conceptual deconstruction, focusing on the analysis of the elements of disciplinary core competencies; from 2019 to 2020, it entered the period of connotation interpretation, emphasizing the construction of theoretical systems; since 2021, it has developed into the period of practical deepening, with empirical research accounting for 84.44%, forming a research pattern of “theory-led - practice-following.”

Secondly, from the distribution of research application levels, there is a significant structural imbalance in the distribution of educational stages. Research is mainly concentrated on the primary and secondary school stages, while there is a research gap in higher education and early childhood education.

Thirdly, from the perspective of research types, the methodology system needs further improvement. Articles on practical exploration are the most common, followed by theoretical construction articles. As research progresses, many scholars have realized the important guiding role of theoretical research in applied research, leading some to refocus on theoretical discussions concerning information society responsibility.

Fourthly, research hotspots show a “core-periphery” distribution. A cluster of practical research focused on “curriculum design - case-based teaching - project-based learning” has formed, with emerging growth points in theory such as “disciplinary core competencies” and “junior high school education,” guiding the direction of research development.

From the overall analysis of the literature, research on information society responsibility still needs to expand and improve in terms of research frameworks, research content, and research methods. Based on this, the study offers the following suggestions:

4.1. Emphasizing the balance between theoretical research and action research, pursuing diversification of research types

Currently, research on information society responsibility lacks a fully developed theoretical framework and needs to establish a more comprehensive theoretical system to guide practice. Moreover, with the continuous expansion of the research field, future research types should also become more diversified. In addition to traditional empirical, positional, theoretical, and review research, interdisciplinary and cross-field research methods may also emerge. These diversified research types will help reveal the inherent laws and external manifestations of information society responsibility cultivation from different perspectives and levels, promoting the in-depth development of research.

4.2. Deepening the practical research on information society responsibility cultivation, exploring effective practice models and evaluation methods

Although empirical research on information society responsibility cultivation is flourishing, there is still a lack of development in the construction and evaluation of teaching models. These practice models may include, but are not limited to, project-based teaching, experiential learning, and others. Through these practice models, students can experience and understand the connotations and requirements of information society responsibility in specific learning contexts, forming correct

information behavior and values. At the same time, researchers need to explore and develop more objective and accurate evaluation methods, providing scientific evidence for improving teaching practices.

4.3. Strengthening the application and promotion of research findings, promoting the in-depth development of information society responsibility cultivation under the guidance of “moral education”

At present, research on information society responsibility cultivation is mainly applied at the secondary school stage, and research in specific fields remains insufficiently deep. In the future, attention should be paid to the transformation of research findings, applying these findings to classroom teaching, curriculum reform, teacher training, and other aspects, promoting the comprehensive implementation of information society responsibility cultivation under the guidance of “moral education.” Strengthening the sharing and exchange of research findings through academic conferences, journal publications, and other channels will disseminate the results to a broader group of educators and researchers, forming a consensus and joint efforts to further promote the in-depth development of information society responsibility cultivation under the “moral education” framework.

5. Conclusion

The cultivation of information society responsibility under the guidance of “moral education” is an important issue in the field of education. This study, through content analysis, has comprehensively analyzed the research literature on information society responsibility cultivation under the guidance of “moral education” in recent years, revealing the current state of research in the field in terms of literature distribution, research types, research hotspots, and development trends. The study found that research on information society responsibility in China is still at an early stage, with insufficient depth. There is a need to expand the application of research, explore more effective practice models, and, at the same time, more solid theoretical research is required to guide practical exploration. This study also has certain limitations, such as the limited data sources and the singularity of the research methods. In the future, the author will continue to participate in the theoretical research and practical verification of information society responsibility, working with more scholars to jointly promote the healthy development of information society responsibility education in China.

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