

Exploration and Practice of Case Teaching Mode of College Students' Psychological Quality Education Course

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Abstract

In recent years, the psychological problems of college students are on the rise. It is urgent to change the single teaching mode of college students' psychological quality education. The case teaching mode is introduced into the course teaching of college students' psychological quality education. After 2 years of exploration and practice, combined with the feedback of students' questionnaire results, this paper summarizes and analyzes the existing case-based teaching effect, in order to improve the teaching quality and effect of "psychological quality education for college students" course.

Keywords

Psychological quality education course; Case teaching mode; Teaching feedback.

1. Introduction

Many colleges have made college students' psychological quality courses a compulsory course with 1-2 credits, but the teaching mode and teaching method have not achieved the desired effect. Psychological quality course is essentially different from other courses. Other courses require students to learn knowledge, master skills and hand over a satisfactory answer sheet. Psychological quality education course not only needs to master knowledge points, but also needs to change the negative emotions of psychology through experience and feeling, so as to avoid psychological problems and make college students healthy and positive. On July 4, 2018, the Party Group of the Ministry of Education of the Communist Party of China issued the "Guideline for Mental Health Education for College Students". In the fourth part "main tasks", It is clearly required that "... Innovate the teaching means of mental health education, effectively improve the teaching methods, stimulate college students' interest in learning, improve the classroom teaching effect and continuously improve the teaching quality through various forms such as online and offline teaching, case teaching, experience activities, behavior training and psychological sitcom"[1]. Compared with traditional teaching methods, case teaching is more consistent with the law of human cognition and psychology, and is an important means to improve teaching quality and teaching effect [2].

2. The Connotation of Case Teaching

Case teaching is a teaching method that involves learners in simulating some scenes in real life and combines their own work and life experience to conduct group discussion and study [3]. The characteristics of case teaching are: the relationship between teachers and students is no longer active teaching and passive acceptance. Teachers become guides and promoters of teaching activities, and students become implementers and experiencers. Teachers use the teaching method of discussion and inspiration to ask students questions and guide students to get the conclusion of problems through summary. In this way, the classroom will become lively, vivid and happy, students' learning enthusiasm is mobilized and their creativity is developed.

3. Suggestions on Case Teaching

3.1. Case Selection

Case teaching enables students to combine theory with practice to enhance learning effect and deeply understand the connotation of the course through personal experience. The main factor of case teaching is to select appropriate cases. (1) Pertinence. Case selection should be targeted. Cases should be selected according to the key content and teaching objectives of each chapter. (2) Time. Most college students today are born after 2000, so we should choose cases in line with the characteristics of The Times and learn more about the interests of contemporary college students. If the cases are too old, college students cannot be interested. (3) Authenticity. It is necessary to select real cases, which are persuasive and easy to resonate. (4) Interesting. The case selection should be close to the life of college students, so that students can feel deeply and express themselves. (5) Richness. The selection of cases should be diversified. Cases of different types and backgrounds can be selected to increase the richness of cases.

3.2. Presentation of Cases

Once the case is selected, the next step is how to present the case. The presentation of cases should be diversified. The presentation of cases should be selected according to different cases and teaching content, which can also arouse students' interest. It can be text, picture, video, sound and so on. Video cases are the most popular presentation form among college students. There are animation, sound and image in video cases, which can intuitively show the details of the case, such as the expression, action and language of characters.

3.3. Timing of Case Presentation

The timing of case presentation is not fixed and can be changed according to the content and teaching objectives of different chapters. Cases can be presented at the beginning of teaching, allowing students to carry out theoretical learning with thoughts and questions. Cases can be presented in the teaching process and play a connecting role. After students understand part of the theoretical knowledge, they can enter into further theoretical learning with thinking. Cases can also be presented at the end of teaching, so that students can summarize and analyze cases more comprehensively after sufficient theoretical learning.

3.4. Case Discussion Method

In class, students can be divided into groups in different ways, such as by family name, a certain word in the name, or the color of clothes, etc. Teachers ask questions about cases, and students analyze and answer them. Students can also play roles on the spot, substitute feelings into the role, so that they can deduce the real performance. The teacher raises questions, and each group has a full discussion. The teacher can participate in and listen to the discussion process of each group. Finally, each group gives a group summary.

4. Assessment Method

The traditional course of psychological quality education for college students consists of two parts: the usual score and the final score. Usually, the assessment content only includes "attendance + homework", which generally accounts for 20% of the total score of the course. One direction of the teaching reform of "Psychological quality education for college students" is to lay emphasis on the process evaluation, and the proportion of the usual examination to the total score has been increased to 30%. The time test consists of attendance (20%) + homework exercises (40%) + classroom interaction (40%).

5. Case Teaching Effect

Teaching effect is the main index to test the reform of teaching mode. The results of the questionnaire survey of 163 students in class of 2021 who implemented the case-based teaching of "Psychological quality education for College Students" show that the teaching effect has been improved significantly. This is mainly reflected in : (1) the classroom atmosphere is active with high participation of students. 94.13% of students think that the class of case teaching is lively, interesting and flexible. (2) Students actively participate in the case discussion, and the classroom atmosphere is extremely enthusiastic. 93.38% of students believe that case teaching allows each student to have a real sense of experience and improve their own psychological construction while analyzing and discussing problems. (3) The psychological problems of students in the class are reduced. 96.8% of the students believe that the cases used in case teaching are real around them, close to students' lives, and many problems are also used in their own lives. After group discussion in class, many heart problems are opened and suddenly revealed.

6. Reflection

Although case teaching has achieved certain teaching effects, the teaching ability of teachers in using case teaching method still needs to be improved. In order to make better use of case teaching, teachers should first grasp the connotation and essence of case teaching. Case teaching is not telling stories, but controlling the teaching process and organizing teaching through cases. Teachers need to clarify teaching objectives, strictly select cases based on teaching content, present them in the best way at the right time, control the teaching rhythm as a whole, guide students to analyze, discuss cases and draw conclusions. Case teaching seems to be simple, but in fact, it requires teachers to have higher accomplishment, higher cognitive level and teaching level, as well as stronger strain ability and language expression ability.

7. Conclusion

The course of college students' psychological quality is the main classroom position of college students' psychological education. The quality of teaching effect affects the psychological health of college students. Therefore, we must form high-quality teaching methods through continuous exploration to make the teaching effect get twice the result with half the effort. Case teaching makes teachers change into guides and promoters of teaching activities, and students change into implementers and experiencers, giving full play to students' subjectivity, stimulating students' interest in learning, facilitating students' understanding and digestion of knowledge, and improving teaching effects.

References

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