

# "Psychological Quality Education for College Students" Course Blended Teaching Exploration

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## Abstract

In recent years, psychological problems of college students have become more and more serious, and psychological quality education for college students courses have become the main channel for college students' psychological education. The course of psychological quality education for college students has become a required course in colleges. The blended teaching mode is introduced into the course of psychological quality education for college students. By arranging preview tasks, improving students' participation in class, increasing after-class reading and other ways, students' independent learning and classroom teaching are organically combined. After one academic year's exploration and practice, combined with the feedback of students' questionnaire results, this paper summarizes and analyzes the existing blended teaching effect, in order to improve the teaching quality and effect of "Psychological quality education for college students" course.

## Keywords

The course of psychological quality education; Blended teaching; Teaching design; The teaching feedback.

## 1. Introduction

In 2018, the "Guideline for Mental Health Education for College Students" once again emphasized that the mental health education curriculum should be incorporated into the school's overall teaching plan, the curriculum setting should be standardized, the mental health education public compulsory course for freshmen should be offered, and the mental health education should be offered to all students. Health education elective and minor courses to achieve full coverage of mental health education for college students" [1]. Psychological quality education for college students is a course integrating theoretical knowledge teaching and group psychological training, and a course combining theory with operation that emphasizes interaction, experience, practicality and self-help [2]. The teaching effect of College Students' psychological quality education course has a direct impact on College Students' psychological quality. It can promote college students to strengthen their self-awareness, understand themselves, clarify their own needs, find their own potential and problems, learn to adjust their emotions, calmly face the difficulties encountered during college, and calmly deal with all kinds of setbacks and difficulties when they enter the society in the future, which shows that the course of College Students' psychological quality education is effective.

## 2. Connotation of Blended Teaching

Blended teaching is a kind of "online" + "offline" teaching that combines the advantages of online teaching and traditional teaching. Through the organic combination of the two forms of teaching organization, learners' learning can be guided from shallow to deep learning [3]. Blended teaching does not have a unified model, but has a unified goal, which is to combine the

advantages of "online" and "offline" teaching. Through the blended teaching, students can improve their independent learning ability, change the previous situation of passive learning, and narrow the classroom differences between different students.

### **3. The Exploration of Blended Teaching Mode**

#### **3.1. Preparation Stage Before Class**

According to the teaching focus and teaching objectives of the chapter, the teacher makes teaching plans, teaching courseware, micro-lesson videos and other teaching resources. Before class, students can understand the teaching content, understand the knowledge points of the chapter, take notes before class, keep records, and consult the teacher for the difficulties they do not understand. During online self-study, students can be divided into groups to study together according to their situation, and one of them can be selected as the leader to lead the group members to complete online independent preview before class. They can self-check whether they have mastered the chapter knowledge and whether they are familiar with the theoretical knowledge by completing 10 test questions. In addition, group members can direct sitcoms, which are based on the teaching content and close to life, to be demonstrated in class.

#### **3.2. Implementation Stage in Class**

Although students have mastered some knowledge points through online autonomous learning before class, they have not mastered relevant content systematically and comprehensively, so classroom teaching is still very important. During the class, the content of the course can be introduced through real cases, and each group can analyze and discuss the case on site. Each group can summarize the case analysis results, and then the teacher can guide students to understand the areas that are not deep. The teacher will focus on answering the questions and difficulties according to the students' online independent answers before class. According to the class progress and atmosphere, each group will show the prepared melodrama performance. Through the substitution of the characters in the melodrama performance, students are more likely to have psychological experience and personal experience feelings. Each student expressed their feelings, and the teacher guided them.

#### **3.3. After Class Development Stage**

In order to timely consolidate students' knowledge and deepen their own experience, teachers can recommend some books to students, and let students read relevant books after class to deepen their thinking and experience. Students can write down their experiences in a diary or record them by voice, and learn how to self-regulate when they encounter similar situations.

### **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 part-time exam consists of attendance (20%) + online preview (20%) + homework exercise (20%) + classroom interaction (40%).

### **5. Blended Teaching Effect and Feedback**

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 blended teaching of "Psychological quality education for College Students" show that the teaching effect has been

significantly improved. This is mainly reflected in : (1) High participation of students in online preview before class. 93.21% of the students believe that blended teaching can be fully self-taught before class and make preparations in advance. It is easier to follow the teacher's thinking to analyze problems in offline classroom teaching. (2) The learning efficiency of offline classroom teaching is increased, and the experience is strong. 94.3% of students believe that the blended teaching has a good classroom experience, a lively atmosphere and flexible methods. (3) The effect of review after class is good, and the psychological problems of students in the class are reduced. 96.8% of the students believe that the diversified forms of after-school review in blended teaching will increase students' interest in review, and enable students to have a deeper understanding, which is convenient for solving their own problems.

## 6. Teaching Reflection

The instructor should reflect on the teaching effect and optimize the teaching plan. Online and offline teaching methods have effectively improved students' learning efficiency and self-regulation ability. However, there are also cases where some students rely on group members instead of actively participating in learning. Teachers should improve teaching programs, such as doing micro classes and videos that students are more interested in, obtaining more real and vivid cases, and making classroom teaching more flexible and changeable, Lively and interesting.

## 7. Conclusion

Psychological quality education courses for college students are the main position of psychological education for college students. Reforming the teaching model is imperative to strengthen the psychological construction of college students, and better teaching models are constantly being explored. There are online resources for blended teaching, and the construction specifications of the resources must be able to explain the knowledge; there are offline activities, and the activities must be able to test, consolidate, and transform the learning of online knowledge; the process has evaluation, online and offline, process and the results all need to be evaluated. Blended teaching combines the advantages of online and offline teaching to improve teaching effects.

## References

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