The Application of PAD Class in Higher Vocational Mental Health Education---
Taking "Psychological Quality Training for College Students" as an Example

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Abstract: This paper takes the "Psychological Quality Training of College Students" as an example to conduct the PAD teaching. It determines experimental class and control class, respectively implement PAD and traditional teaching. After one semester of teaching, the students in the experimental class have improved their initiative, participation and language skills. On the road of PAD class, teachers constantly improve their qualities, guide students to adapt, select appropriate teaching materials, fully play educational wisdom, truly cultivate innovative and critical thinking, and improve students' communication and cooperation ability. In this way, the potential of students and the wisdom of teachers will collide and burst with each other, so that students can really learn to learn and achieve quality improvement.

As an important course for improving core literacy, mental health education requires students not only to master basic theoretical knowledge, but also to participate in the experience so as to comprehensively improve their psychological quality. The traditional teaching is led by teachers and cooperated by students, and lacks real communication and interaction; The commonly used experiential teaching focuses on perceptual experience and lacks the depth and breadth of thinking; Besides, the emergence of smart phones has greatly reduced the attraction of teachers and classes, which brings a huge impact on classroom teaching. Then, how can teachers stimulate students' learning initiative, train students' thinking ability in effective class time, and better improve the teaching effect? Independent learning, flipped classroom and MOOC have not brought substantial changes to the traditional classes. However, since it was proposed, PAD class has been widely used in arts, science, engineering and other disciplines, and shown strong influence and universality. As a new mode of education, it leads to a great change of educational ecology. Based on this, PAD is worth trying and exploring in mental health education.

1. The Introduction to PAD Class

In 2014, Professor Zhang Xuexin of Fudan University proposed the concept of "PAD class". Its core idea is to divide the class time into two parts, one for teachers to teach, the other for students to discuss, and introduce the internalization and absorption between teaching and discussion. In PAD class, teachers and students are the two subjects of unity of opposites in teaching. It allocates the control of teaching activities scientifically, so as to construct a true community of teachers and students and maximize the value of education and teaching.

The forms of PAD class include in-class PAD, inter-class PAD, micro-PAD, etc. Its basic process includes presentation, assimilation and discussion, which are also known as PAD class. In teaching, teachers explain the framework, key points and difficult points, leave blank appropriately according to the levels of students, determine the demonstration key points of teaching, and gives full but not excessive guidance; In the independent learning, students learn quietly and think independently, and form a "bright testing group" based on understanding; In the discussion, students discuss the internalized and absorbed contents in groups to solve low-level problems and condense high-level problems. Then, teachers randomly check and answer questions to solve high-level problems. Under such operation mode, students' innovative and critical thinking are cultivated, and their communication and cooperation abilities are improved. In the operation of
"human-human interface", the potential of students and the wisdom of teachers collide and burst with each other, so that students can really learn to learn and achieve quality improvement.

2. The Application of PAD Class in Higher Vocational "Psychological Quality Training for College Students"

2.1 Basic situation

As a compulsory public course in our college, "Psychological Quality Training for College Students" is offered 10 times a semester, 2 lessons a time. It involves identifying health, knowing oneself, optimizing personality, managing emotions, learning to communicate, running love, learning effectively, cherishing life, adapting to career, etc., and the last class is for exam. The experiment is conducted in classes of pharmacy and interior design with 70 students each. Other classes of the same major are for the control class about 70. The experimental class is taught based on PAD class, and the control class based on the traditional teaching. The teaching materials and content of these classes are basically the same.

2.2 Implementation process

After participating in the systematic training of teachers’ development (PAD class), the author begins to explore the application of PAD class in "Psychological Quality Training for College Students". In the first class, the teacher introduces the process and significance of PAD class to students, and asks them to scan the code to enter PAD teaching platform and introduces its functions. He divides students into groups according to the "ABBC" mode and prepares for class. Then, he chooses in-class PAD or inter-class PAD to teach according to the teaching schedule.

The in-class PAD takes "managing emotions" as an example. The teacher spends 10 minutes explaining the definition, state and theory of emotions, teaches key points and framework; He sends the reading materials to students who learn quietly for 10 minutes to form their own understandings; Then, he asks to discuss in groups of 10 minutes, 2-3 minutes each student, introduce their learning achievements, in-comprehensions, and propose questions to solve in groups; The teacher randomly checks 4 groups of students who introduce the discussion content of the group with the beginning of "our group" and invite the other groups to answer questions. This part is about 7 minutes, and the teacher answers questions in the last 3 minutes.

The inter-class PAD takes "running love" as an example. In the second class of the 7th week, the teacher teaches the definition of love, Sternberg's three factor theory of love and Fromm's ability to improve love. He assigns mind maps, examples of love types, and maps of love. Students finish assignments, digest and absorb what they have learned, and form reflections and discoveries within a week. In the first class of the 8th week, groups discuss for 25 minutes, and students share the assignments one by one to form their "bright testing group"; Then, the teacher randomly checks 4 groups. They present the "bright testing group" and communicate together about questions, and the teacher can participate in it, which spends 15 minutes; Finally, the teacher summarizes to improve.

2.3 Implementation effect

2.3.1 Intuitive effect

In class, student's head-up rate has increased, changing from the former "reclining dragons" to "giraffes"; The student's eyes light up with reflection and exploration; Mobile phone has changed from "soul mate" to auxiliary tool; Pen and paper return to class again, and the clatter enters ears. From these phenomena, we intuitively judge that the PAD class stimulates students' initiative in learning and guides them to feel the fun of learning.

2.3.2 Digital survey

The author has designed a questionnaire about the class effect to know about the PAD class effect.
Students accept PAD. "How do you rate PAD in this course compared with traditional class?"

The percentages that "PAD is good, staying neutral, tradition is good, tradition is very good" are 60%, 35%, 2%, and 2%, respectively. It is obvious that students think PAD class is good or hold a wait-and-see attitude, which shows that it influences the traditional teaching mode and arouses students' interest in autonomous learning. Students can feel the wisdom and scientificity of PAD class in only six classes, and can accept it.

Students are highly engaged in the PAD class. "How is your classroom participation in PAD and traditional class?" The percentages that "PAD class participation is high, the two are similar, and traditional participation is high" are 60%, 35%, and 5%, respectively. In contrast, very few people think traditional classroom participation is high. When reflecting on the teaching of these six classes, the author finds that most of them use text materials to learn, and seldom use videos, cases to guide teaching. Thus, students do not adapt to the change from the previous perceptual experience to the present rational analysis. This also reminds teachers that they can fully use diversified teaching resources to improve students' participation in the design of courses.

Students' ability is improved quickly. "In PAD and traditional class, which is better to improve learning, expression and cooperation abilities and critical thinking?" The percentages that "PAD class is high, the two are similar, and traditional one is high" are 73%, 20%, and 8%, respectively. It can be seen that students highly accept PAD class for the cultivation of students' ability. In this semester, each student can participate in discussions, arrange autonomous learning, incorporate knowledge construction, and arouse the interest in listening and thinking. Some students have significantly improved their expression and learn to express in and out of class.

Students say that "they will be distracted when they simply listen to the teacher for a long time, while the PAD class can allow them to discuss independently, stimulate enthusiasm and help them remember effectively"; "More initiative, increased participation, strong interest in participation, good teaching of teachers, and grouping can improve students' participation, who will listen more carefully and integrate into the class." Students' feelings, judgments, and expressions are reflections of their ability to express, cooperate, and innovate.

3. Thoughts on PAD Class in Higher Vocational "Psychological Quality Training for College Students"

3.1 Improving the quality of teachers

PAD class seems simple, but in practical application, it has very high requirements for teachers. Firstly, teachers need to identify roles and change from the traditional "classical teachers" to learning companions for students. They need learn to let go and respect, guide and give advice, and truly become their guides and supporters. Secondly, teachers must subvert concepts, pioneer and innovate, deepen the understanding of the connotation of intensive speaking, internalization and absorption, and analyze the learning psychology behind it. This is because the PAD class covers over 60 principles like goal motivation, teaching content, learning process, methods and strategies, and academic evaluation, etc., and is full of wisdom. Thirdly, teachers must dare to challenge, constantly explore, be good at summarizing, and constantly update, and integrate teaching materials, teaching and learning methods. In fact, the teaching design process of PAD class itself is a high condensation of teachers' learning ability. Finally, the macro and micro should be combined. The overall design of the class is the grasp of the concept, and the detailed link is the reflection of the concept. It is necessary to focus on details like homework setting and correction, the coherence of links, the accuracy and inspiration of language, the coherence of elaboration and internalization and absorption, and the hierarchy, which affect the class effect.

3.2 Improving the quality of teaching materials

It is very important for students to choose proper teaching materials. At present, many teaching materials of public courses are either superficial in content, inaccurate in theoretical system, not thorough in explanation, or too deep and difficult to understand. Thus, it causes the situation that
"teachers do not teach teaching materials and students read on the screen", which is not good for the improvement of students' learning ability. PAD class emphasizes the unified use of senses, and the introduction is one of the most important ways to elaborate. Thus, choosing the right content is very important to the teaching process. Of course, teachers can develop their own loose-leaf teaching materials suitable for PAD.

3.3 Guiding students to adapt

The PAD effect is related to students' learning characteristics and concepts. When students have adapted to the teaching that "teacher speaks and students listen", it needs a process to change from "listener" to "scholar"; from the traditional discussion to present "prepared" discussion, students also need to adapt; Different majors have different learning characteristics. In the author's experimental class, students majoring in pharmacy adapt to the traditional teaching mode, while students of interior design are flexible and want to be independent, so PAD class teaching is better.

3.4 Using collective wisdom

The research and application of PAD class needs a long process, which can not avoid confusion and difficulties. People of the same major can form a collective force. Thus, the school conducts collective preparation for lessons, exchanges between schools, and expands the audience through the Internet. These will enable to gather ideas, communicate frequently, correct misunderstandings in time, enrich teaching ecology, and enrich educational wisdom, which is also the expansion effect of the concept of PAD class.

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