

**LEARNING MANAGEMENT BY USING GROUP DISCUSSIONS  
TO DEVELOP LEARNING ACHIEVEMENT IN PSYCHOLOGICAL  
EDUCATION COURSES FOR FOURTH-YEAR STUDENTS AT  
SICHUAN UNIVERSITY OF SCIENCE AND ENGINEERING**



**TONG WU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION  
PROGRAM IN CURRICULUM DEVELOPMENT  
AND INSTRUCTIONAL INNOVATION  
FACULTY OF TECHNICAL EDUCATION  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI  
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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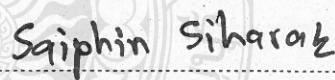
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# CHAPTER1

## INTRODUCTION

### 1.1 Background and Statement of the Problems

In recent years, the education system has been continuously optimized due to the rapid development of science and technology, promoting the development of education modernization, informatization, and other intelligent development. To better utilize the value of modern science, various technologies had to be flexibly applied according to the characteristics of different disciplines. Moreover, with the increasing social pressure and changing times, college students faced various mental health problems related to personal, family, and social factors that needed to be systematically analyzed and solved. To optimize the education system, mental health education and counseling were strengthened to enhance the mental health quality and coping ability of college students. Additionally, modern technological means such as artificial intelligence, virtual reality, and big data were explored and used to support mental health education and counseling. It was also essential to reform the existing mechanism of mental health education for college students, strengthen education and teaching reform, and cultivate a high-quality teacher team to improve the effectiveness and efficiency of mental health education for college students (Wang, 2019, pp.65-70). The development of psychological education courses is a necessary condition for building a harmonious campus and society. With the further promotion of the market economy, social competition has become increasingly fierce, resulting in significant psychological pressure on individuals, particularly teenagers. Universities should conduct psychological education courses or related activities to address students' psychological problems through emotional communication and guidance.

Carried out psychological education courses were essential for implementing quality education. Good psychological quality was an integral component of students' overall development. It not only helped individuals navigate various challenges and setbacks but also enabled them to unleash their potential, easily adapting to changes in the external environment. Psychological education courses were not only imperative for students' comprehensive and sustainable growth but also played a crucial role in the

reform of moral education. These courses expanded the scope of traditional moral education while providing a safe and open space for students' minds. By primarily focusing on prevention and diversion, psychological education courses fostered equal communication, respect, trust, and understanding among students. However, psychological education courses faced challenges in terms of course content, teaching methods, and evaluation tools, hindering their development and progress. In the past, teaching programs for psychological education courses primarily focused on learning knowledge, technical skills, moral education, aesthetic education, and subject teaching. While the content of teaching materials took into account individual differences, the methods employed were mostly traditional. As a result, the academic value of psychological education courses was somewhat neglected, and it became secondary to the teaching services of other disciplines. Through continuous reform and innovation in psychological education courses, and through an analysis of its relevance within the current social context, the use of group discussion for learning and curriculum implementation gradually gained widespread utilization and support. Its significance lay in promoting full student participation, stimulating active thinking, facilitating cognitive development, and guiding students to learn from each other.

However, group discussions in psychological education courses sometimes faced common issues, such as mutual interference, individual reports, and unreasonable arguments. Therefore, to enhance the effectiveness of discussions, it was necessary to optimize the quality of students' discussions and train them to behave appropriately during discussions. Behavioral strategies included stimulating motivation for discussion, teaching students to respect one another, training them to listen carefully, encouraging them to generate arguments, and timely regulation of the discussion atmosphere. Consequently, the analysis of the use of group discussion for learning and implementation management in psychological education courses yielded more efficient results when continuous reform and innovation were applied. Drawing on the use of group discussion for learning management in psychoeducation courses to foster learning and theories related to the factors influencing course implementation, the study summarized the factors influencing psychoeducation course implementation in colleges and universities into six aspects: curriculum, teaching plan, teaching behavior, learning behavior, teaching

environment, and course evaluation. The study analyzed the achievements of the course implementation (Xia, 2017, pp.122-123).

Based on the theory of learning management, this study explored the application of learning management in psychological education courses in colleges and universities by combining the characteristics of such courses. Learning management in psychological education courses guided students to enhance their self-learning ability, promote students' learning mobility, and improve their academic performance (Wang, 2018, pp.52-54).

The group discussion was a commonly used method in psychological education courses in colleges and universities that met the objectives of psychological education courses and had some points that could not be replaced by other teaching methods. A good grasp of the matters to be noted in its use contributed to the implementation of this course. The main results of this study were as follows: 1) The integration of the group discussion into the psychological education courses in colleges and universities for learning management, which resulted in the expansion of the popularity of the curriculum, the enhancement of school-based awareness, and the improvement of students' Knowledge of the curriculum, and 2) identification of the benefits and problems of the cognitive group discussion method in learning management of psychoeducation courses (Xu, 2004, pp.29-30).

In the teaching of psychological education courses, the teaching mode of group discussion improved students' participation and enthusiasm, stimulated their interest in learning, enabled them to receive revelation and guidance in communication, enhanced their self-confidence, improved their learning ability and level, and thus effectively promoted their learning effectiveness. Previously, research in psychological Education Courses had achieved certain accomplishments, but it was unable to keep up with the continuous development and changes in the strategic approach of the group discussion method of psycho-educational courses, which was an important element in strengthening and improving ideological education in the new era. To address this, there was a need to use theories and methods to delve into social reality, identify social problems, and solve them. This paper actively explored the past, present, and future of cultivating a healthy social mentality among college students by focusing on the theme of using group discussion for learning management in psychological education courses. It recognized

and grasped the healthy psychological characteristics, structure, and cultivation methods of contemporary college students and guided breakthroughs and innovations in the psychological development of college students. The method of learning management using group discussions in psychological education courses is a new skill that can effectively address the problems of modern university students. It can systematically address basic problems and significantly reduce college students' fear of learning and resistance to life. Its unique creative power lies in the ability to use all known information to generate new, unique, socially or personally valuable solutions. (Liu, 2019, pp.95-96).

The use of group discussion for learning management in psycho-educational courses for college students was crucial in guiding colleges and universities to serve the national strategic policy, cultivate talent development, and continuously improve the quality and mode of personal and psychological education courses. It was related to the future development of the country and reflected and reacted to the development of society. It was a theoretical reflection on the development of psychoeducation for a healthy society, an autonomous response to the social environment, and a theoretical innovation of the educational frontier research on psychoeducation courses. The article promoted the construction of the discipline of ideological education and the development of social psychological education courses' quality ability, which was of great theoretical and practical significance in helping college students take up the important task of national rejuvenation in the new era (Chen & Liu, 2005).

Group discussion referred to content-based discussions among learning teams consisting of two or more college students in a classroom setting. During the discussion process, group members clarified their ideas, engaged in debates, asked and answered questions, and provided feedback on each other's expressions. In this study, "creativity" was defined as the ability to use all known information to produce something new, unique, and socially or personally valuable for a specific purpose (Lin, 1999, pp.5-13). Based on this, the study operationally defined creativity and divided it into two dimensions: "effectiveness" and "creativity" (Rodan & Galunic, 2004, pp.541-562). In domestic academic circles, discussion-based pedagogy emerged as undergraduate education established the goal of cultivating innovative talents and gradually transformed from teaching to learning (from teaching to learning) (Zhang & Zuo, 2011, pp.161-163).

Luo (2004, pp.31-33) proposed the operational process and conditions of the group discussion, Although the positive effects of group discussions were widely recognized, their potential effectiveness problems also attracted widespread attention. For example, some teachers arbitrarily divided all students into small groups and only spent a few minutes discussing a certain issue. Although the classroom presented a lively scene, teachers did not pay attention to whether the discussion activities were conducive to the achievement of teaching objectives. Many scholars suggested that these "highly formalized" group discussions were apparently "lively" but had little learning effect. In response to this phenomenon.

Luo; Zhou and Pei (2012, pp.100-108) proposed how to use appropriate discourse strategies to achieve the discussion goals, taking the theory of conversation structure as a framework. Group discussion was a common form of task in modern teaching, where students were asked and guided by the teacher to explore a topic. The teacher could spend a short time focusing on observing, grasping, and comparing the key characteristics of the different participants, and students were free to play in their natural state. It provided some educational insights for optimizing teachers' rubrics and improving students' group discussions (Zhang, 2021, pp.117-118).

In summary, there were still some shortcomings in the previous research on discussion-based pedagogy. Firstly, most foreign research results focused on classroom teaching in the field of basic education and lacked attention to the field of higher education. Secondly, domestic research results rarely involved the actual problems and improvement strategies adopted by front-line teachers in carrying out group discussion teaching. Therefore, the researcher aimed to improve learning achievement in psychological education courses through learning management by utilizing group discussion.

## **1.2 Purpose of the Study**

1.2.1 To compare learning achievement in psychological education courses of fourth-year university students before and after using group discussion.

1.2.2 To compare learning achievement in psychological education courses of fourth-year university students before and after using the traditional method.

1.2.3 To compare learning achievement in psychological education courses of fourth-year university students between learning management by using group discussion and using the traditional method.

### **1.3 Research Hypothesis**

1.3.1 Learning achievement in psychological education courses of fourth-year university students after learning by using the group discussion method is higher than before learning.

1.3.2 Learning achievement in psychological education courses of fourth-year university students after learning by using the traditional method is higher than before learning.

1.3.3 Learning achievement in psychological education courses of fourth-year university students after learning by using the group discussion method is higher than learning by the traditional method.

### **1.4 Scope of Research**

#### 1.4.1 Population and Sample

##### 1) Population

The study population was 240 fourth-year students of the Sichuan University of Science and Engineering year 2022.

##### 2) Sample scope

The sample groups are 60 fourth-year university students in psychological Education Courses at Sichuan University of Science and Engineering year 2022-2023. The sample students were cluster sampling in two classrooms (each with 30 students) for the experimental group and control group.

#### 1.4.2 Independent variable

The independent variable is learning management with two values:

##### 1) group discussion

##### 2) traditional method.

The dependent variable is Learning Achievement.

### 1.4.3 Scope of Contents

The content of the Psycho-educational course for fourth-year college students consists of three units:

Unit 1: the range of adaptability of the indoor learning environment for college students (1 credit hour)

Unit II: Range of adaptive skills for outdoor communication learning environments for college students (1 credit hour)

Unit III: the range of competencies for integrated indoor and outdoor learning and communication for college students (2 credit hours)

### 1.4.4 Scope of Time (Time: History/Current Situation)

The study will be conducted from January 2023 to March 2023.

## 1.5 Definition of Terms

For ease of understanding, the following terms were hereby defined conceptually and or operationally:

1.5.1 Group discussion refers to learning management using group discussion involves dividing students into groups of 4-5 individuals and assigning a specific task or problem for them to work on collectively through discussion. The process involves four steps, which are as follows: Step 1 Group Arrangement, Step 2 Group Tasks, Step 3 Discussion Process, and Step 4 Summary Feedback and Evaluation.

1.5.2 Traditional method refers to Learning management using the traditional method to develop knowledge, process, and attitude by using the guideline of the Sichuan University of Science and Engineering lesson plan.

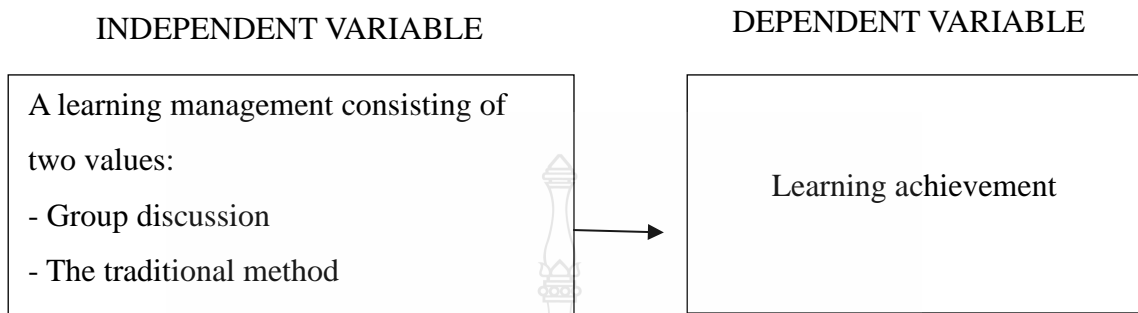
1.5.3 Learning achievement refers to the score that a student receives after passing a final paper exam, which is used by teachers to evaluate the student's mastery Psycho-educational of knowledge. A learning achievement test was developed by the researcher.

1.5.4 Students in their fourth year of college at Sichuan University of Science and Engineering, who study psychological education courses programs.



## 1.6 Conceptual Framework

Since this research paper will employ an experimental research design, the framework below will serve as the researcher's guide in the conduct of the study:

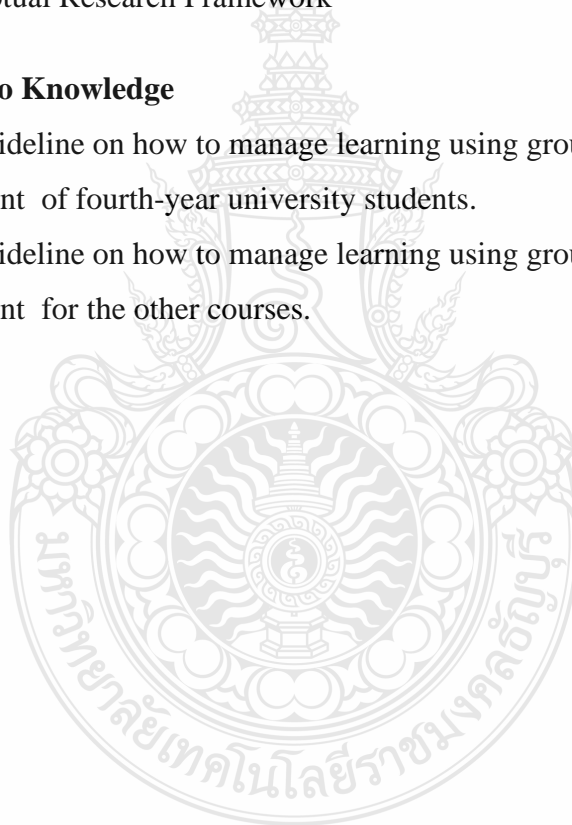


**Figure 1.1** Conceptual Research Framework

## 1.7 Contribution to Knowledge

1.7.1 Guideline on how to manage learning using group discussion to develop learning achievement of fourth-year university students.

1.7.2 Guideline on how to manage learning using group discussion to develop learning achievement for the other courses.



## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

The researcher studied learning management by using group discussion to develop learning achievement in psychological education courses for fourth-year students, which has studied the collection of documents and related research to be used as the basis for research on the following topics:

- 2.1 Psychological Education Courses
  - 2.1.1 Importance of psychological education courses
  - 2.1.2 Strands and learning standards
  - 2.1.3 Learning Management Guidelines
- 2.2 Group Discussion
  - 2.2.1 What is the group discussion?
  - 2.2.2 What are the benefits of group discussion?
  - 2.2.3 What are the disadvantages of group discussion?
- 2.3 Learning Achievement
  - 2.3.1 Definition of learning achievement.
  - 2.3.2 What is the scoring standard of learning achievement
  - 2.3.3 How to effectively improve learning achievement
- 2.4 Relevant Research
  - 2.4.1 Domestic research
  - 2.4.2 Foreign research

#### **2.1 Psychological Education Courses**

- 2.1.1 Importance of psychological education courses

The psychological education course for college students on mental health was not only a course for knowledge education, but it was also a practical education course that played a significant role in guiding college students. Its full potential could only be realized through practical implementation (Wang, 2005, pp.66-69).

Mental health education for college students was a crucial goal in higher education. Conducting education work was not only to enable students to learn

knowledge and skills but, more importantly, to promote the overall development of students' quality, so that they could continuously enhance their abilities and qualities in all aspects (Song, 2019, pp.27-31).

Research demonstrated that psychological education courses had numerous benefits for students. For instance, students who studied psychological education courses were better equipped to manage stress values, possessed stronger interpersonal skills, achieved integrated and coordinated development, and had a greater sense of self (Hwang & Hughes, 2015, pp.24-34).

Furthermore, students who studied psychological education courses were more likely to pursue paraprofessional careers, such as counseling, social work, and psychological education courses (Landrum & Davis, 2014).

Psychological counseling rooms were established in colleges and universities, but their specific function was not very ideal, and there were still some imperfections in the management system around the psychological counseling room and the construction of related facilities. The system's establishment was not closely combined with the actual needs, and the inapplicability and imperfection of the system inevitably affected the good development of psychological education. College students' mental health education problems mainly stemmed from family and learning, and psychological counseling room teachers themselves should have professional quality and keep the privacy of students a secret. However, in practice, they did not achieve the expected effect (Xie, 2019, pp.146-147).

Blume (2016, pp.15-21) found that students who did not take psychological education courses had significantly higher values of stress and anxiety and lower levels of well-being and significant intimidation. Similarly, a study by Keeley (2016, pp.297-302) found that students who had taken psychological education courses had significantly lower stress and anxiety values and were more likely to exhibit high levels of well-being and positive emotions.

Overall, the psychological education course was essential not only for providing students with an understanding of human behavior and mental processes but also for developing critical thinking, and problem-solving skills, and promoting mental health and well-being. Educational institutions should prioritize the inclusion of

comprehensive psychological education courses to ensure that students were equipped with the tools they needed to succeed academically and personally.

### 2.1.2 Strands and learning standards

The main learning objectives of the psychological education courses which included knowledge and skills, psychological quality, professional literacy, and cross-cultural literacy, were composed of four aspects. Corresponding teaching methods and evaluation methods were proposed based on the different characteristics of the objectives, thus initially constructing the learning standards of the psychological education courses (Ma et al., 2019, pp.118-120).

The learning standards of psychological education courses were a set of guidelines that regulated learning behaviors. They concretized course objectives and served as a basis for standardizing and evaluating learners' learning behaviors. The standards should fully reflect the goals and characteristics of the course, match the course materials and teaching methods, and be operable, measurable, and acceptable (Chen, 2019, pp.121-122).

The psychological education courses were also one of the educational standards that regulated the training aspect of psychological education courses. Its purpose was to improve the comprehensive quality development ability and career planning development ability of psychological education courses. To develop psychological education courses standards, we needed to orient them to the comprehensive ability of individuals, focus on the learning experience and practical ability of students, and consider the needs of various industries, the development of all levels of society, and the frontiers of the discipline, among other factors. We should have adopted diversified teaching strategies and evaluation methods and promoted students' overall development (Liu, 2019, pp.68-69).

The learning standards of psychological education courses should not have only focused on students' "initiative" and "autonomy" but also cultivated students' ability to inquire independently and learn on their own. At the same time, we should have paid more attention to "comprehensiveness" because psychological education courses should not have only developed proficiency in knowledge and mastery of skills but also developed students' emotions and attitudes (Deng et al., 2019, pp.119-120).

Through the training of students' psychological behavior, students could not only fully enjoy the joy and pleasure contained in these teaching activities but also cultivated their own good qualities. Students could also have comprehended some truths of life in these psychological practice activities. Many college students could have gradually formed a correct outlook on life and values in the continuous edification of long-term activities, ultimately achieving the goal of harmonious personality development, promoting positive changes in student behavior, and ultimately promoting the comprehensive development of students' psychological education courses (Liu & Cao, 2008, pp.32-34).

In summary, the learning standards for psychoeducational programs still have considerable advantages that exist to help ensure consistency and quality in psychoeducational programs, with features that include clear goals, clear planning, and practical efficiency, among others. However, there are also some obvious disadvantages, including, first, some limitations and individualized instruction arising from individual student differences and special needs. Second, some learning standards may also originate from regional and cultural contexts, and there can be some cultural circumstances that ignore local cultural differences and needs. There may also be idealizations that are difficult to implement favorably in real educational settings, and there may be issues that need to be supported by further resources and support efforts. Therefore, we should analyze and summarize the appropriate learning standards based on the actual situation to improve learning more effectively.

### 2.1.3 Learning management guidelines.

The Learning Management Guide provided an introduction to effectively managing learning time and improving learning efficiency. It mainly included understanding the laws of learning, establishing a learning plan, developing an interest in learning, improving learning performance, and managing one's health. The aim was to improve the learning status and increase efficiency to achieve better learning results. Educational administrators, especially counselors, should have grasped the value direction of college students and guided them properly. College students valued ten qualities the most, which included kindness, gratitude, a sense of responsibility, effort, a positive attitude, self-confidence, emotional regulation ability, credibility, forming

positive habits, and trust. These excellent qualities should have been demonstrated in both their studies and daily life (Huang & Wang, 2019, pp.189-192).

In summary, study management guides can be effective in helping students improve their planning skills, clarify direction, self-monitor, and expect results, but the shortcomings are just as obvious. First, excessive control over time is counterproductive, thus adding more stress. Second, there may be a certain amount of subjectivity and bias that can affect objective assessments of learning performance. Therefore, we should take into account the differences in learners and their needs, or situational issues, etc., and make reasonable judgments to draw the right conclusions about the assessment of individual management

## **2.2 Group Discussion**

### **2.2.1 What is the group discussion**

Group discussion refers to dividing a class into small groups of students, and presenting the group with a certain task or problem that the group members are asked to complete and solve together through discussion (Yang, 2017, pp.325-331).

1) Group Arrangement: The first question to conduct a group discussion is the group choreography question. The size can be five or six, depending on the size and extent of the group discussion

2) Group tasks: suitable for discussion and collaborative work; the difficulty of the questions must be within the learning ability of the group members

3) Discussion process: appropriate mastery of the steps and techniques of discussion

4) Summary feedback and evaluation

The group discussion involved mutual learning among group members as they expressed their opinions on a central issue under the guidance of the teacher. Its essence was to use the group as an organizational form to complete a specific task through cooperation among group members. Learners were not passive receivers of information but active participants who acquired it. The process of group cooperation was not only a means for group members to express their opinions but also a process of seeking the best

answers through communication and cooperation in the midst of differences (Liang & Sun, 2017, pp.57-58).

The group discussion enhanced students' enthusiasm and interaction, cultivated their innovative thinking, expression ability, and teamwork skills, and fully improved their learning efficiency and teaching quality. When using group discussion for classroom teaching, teachers developed clear group discussion plans, actively guided students to develop their thinking, and provided reasonable guidance and feedback to ensure that group discussion achieved good teaching results (Jia & Luo, 2020, pp.57-58).

The group discussion was a widely used educational approach in the teaching and learning process, aiming to enhance students' exploration and analysis skills through collective collaboration and mutual communication. It helped students voluntarily participate in the classroom, integrate into the atmosphere, adjust their status, stimulated their enthusiasm and interest in learning, enhanced their self-confidence, and improved their learning ability and efficiency. It could also more effectively cultivate students' sense of teamwork and cooperation, enhance their sociability and organizational skills, and help them better adapt to the social environment (Wang, 2019, pp.40-41).

The group discussion was an effective and applicable teaching method that effectively improved students' comprehensive ability and problem-solving skills. During group discussion, it was essential to clearly state the topic and objectives of the discussion and create a good discussion atmosphere and efficient organization. However, the group discussion still required attention to some details, such as the size of the group, time management, and the quality and depth of the discussion content. Teachers played an essential role in group discussions and should allocate and coordinate their work, guide and promote discussion reasonably, and pay attention to students' performance and feedback to achieve better results (Fan, 2019, pp.121-122).

The group discussion enabled students to remain in an active position during learning activities, improved their learning enthusiasm, and allowed them to actively engage their minds and participate in multi-directional communication, collect ideas, and learn from each other to make progress together. It cultivated students' joint research, exploration, and collectivism. Under the guidance of the teacher, students used

group discussion to discuss and solve a particular problem, distinguishing between true and false and gaining knowledge (Yang, 2015, pp.664-667).

In conclusion, as educational reform continued to be promoted and new curriculums were implemented, group discussion became an important organizational form of classroom teaching in China. Through cooperative learning, the group discussion cultivated students' cooperative consciousness and ability, reduced their learning pressure, increased their confidence, and provided more hands-on practice opportunities, thus fostering innovation, and practical ability, and promoting personality development.

### 2.2.2 What are the benefits of group discussion?

The group discussion combined the abilities of multiple people to collaborate in learning. Its advantages increased student motivation and participation, effectively cultivated their spirit of cooperation and critical thinking skills, and promoted their comprehensive quality and coordination development abilities. This method allowed students to gain new perspectives and understanding through communication, improving their thinking and academic abilities. The group discussion not only improved students' learning, but also developed their social and interpersonal skills, helped them create a sense of space for independent learning, and taught self-management and self-regulation skills (Jiang, 2018, pp.155-156).

The group discussion was a student-centered, task-oriented, and interactive collaboration-based teaching method that could simultaneously promote students' independent thinking and improve their cooperation and communication skills, among other benefits. For example, in higher education, group discussion effectively improved students' practical, problem-solving, and innovation abilities, which was essential for cultivating application-oriented talents. Teachers needed to pay attention to guiding and supervising students' discussion directions, setting group discussion tasks, coordinating students' collaboration, and improving their thinking depth to ensure the effectiveness and efficiency of group discussion teaching (Lin, 2019, pp.122-123).

The group discussion advocated for a new and equal teaching relationship, replacing the previous teacher-led and student-passive acceptance form with a multidimensional communication mode. Instead of teachers completely controlling classroom speaking opportunities, the group discussion provided more ways of



communication, expanded the scope of communication, and promoted active and creative dialogue between students and teachers. The student's life subject was respected, and all aspects of the group discussion needed to be based on this. For example, in allocating group members' responsibilities, the individual differences of members were fully considered, reflecting the spiritual relationship of helping each other (Pan, 2016, pp.199-200).

The small group discussion allows students to discover and state their individual opinions, and students can also share the views of other members of the group. Students no longer just restate what is presented in the teacher or textbook, and they become active learners. The group discussion is applicable in the following three main aspects:

- 1) It helps improve students' ability to solve practical problems. Group discussion learning requires each group of 4-8 students to study the content of a chapter on their own, encouraging students to participate together. Students have the opportunity to express their opinions and ideas, thus changing the dull, serious, and not lively classroom atmosphere of pure narrative teaching, stimulating students' interest in learning. At the same time, it requires focused discussion, stating their views, and solving practical problems for high-achieving students.

- 2) It helps improve students' teamwork ability. Students always encounter problems in group discussions and learning, which require students to cooperate, collect information together, seek solutions to problems, and accomplish learning goals together, thus cultivating students' team spirit.

- 3) it helps improve students' independent learning ability. The method requires students to study on their own, acquire knowledge in many aspects through various ways, make PPT collectively, write group study reports, and complete all stages of self-study, which transforms students from passive recipients of assessment to subjects and active participants of assessment and continuously improves their independent learning ability.

In the reflection and summary stage, teachers needed to make comments for different groups and different learning levels. This required teachers to have professional knowledge and constantly update the most advanced theoretical knowledge,

as well as the ability to control the classroom as a whole and actively encourage each student to express their opinion, improve the interactivity of the classroom and update the "student-oriented, teacher-assisted" teaching concept. The group discussion was a win-win teaching method for both teachers and students. The group discussion achieved a good teaching effect in the epidemiology reform attempt, but it still needed to be revised in future practice to achieve the best (Jia et al., 2015, pp.112-113).

The group discussion is a teaching method that facilitates students' deep thinking and can be used in psychological education courses classrooms to strengthen students' learning motivation and improve their learning effectiveness. The group discussion promotes communication and cooperation among students, enhances students' sense of belonging and collective honor, stimulates students' initiative and self-awareness, and improves learning motivation, learning effectiveness, and cooperation awareness. It also helps students to think deeply, thus improving their analytical and problem-solving skills and enhancing their practical abilities. The group discussion can also improve teachers' teaching effect and promote good interaction between teachers and students so that teachers can timely find some relevant learning problems and changes in students' thoughts, and thus guide and help students more accurately (Chai, 2018, pp.142-144).

In summary, the group discussion is particularly unique in its application to the teaching of general psychology as it can develop students' interactive skills, strengthen their mutual aid mentality, exert the teacher's control role, form a good discussion atmosphere, and create an equal teaching relationship.

### 2.2.3 What are the disadvantages of group discussion?

Despite its advantages, the group discussion also had certain disadvantages. One such drawback was the potential for subjective assumptions, time management issues, and difficulty in evaluating effectiveness. The biggest disadvantage was that it could create a monopoly format by the best students, leading to a lack of participation from others. Additionally, group discussions could result in distorted information, repetition of knowledge, and uneven learning and receiving ability among individuals (Zhu, 2018, pp.46-47).

In a group discussion, some students may not have been active enough or lacked the confidence to participate effectively, while others may have dominated the conversation, leading to a negative impact on the overall effect of the discussion. There may have also been topics that were not related to the discussion, causing a deviation from the intended focus and reducing efficiency. Proper time management was crucial for successful group discussions. Relevant measures, such as improving student initiative and participation, strengthening group management, setting clear goals and topics, and controlling discussion time, could have helped address these shortcomings (Huang, 2019, pp.192-193).

However, the disadvantages of the group discussion were still evident, including the lack of effective communication skills among some students, group inertia, and poor teaching atmosphere. Teachers needed to provide guidance and encouragement based on individual student understanding to motivate participation. In teacher-led group discussions, inflexible or unfocused teaching styles could also have negatively impacted enthusiasm and the quality of the discussion, thus affecting learning outcomes (Zhang & Zhang, 2018, pp.70-71).

Although the group discussion method showed promise for mental health education, there were practical challenges that needed to be addressed by teachers to improve student participation, interactivity, and group effect. Teachers needed to focus on enhancing students' mental health quality, practical skills, and mindset and habits, while also improving their problem-solving and interpersonal abilities. Attention should have been paid to the scope of application and considerations of the group discussion in mental health education to ensure its effectiveness (Yuan, 2013, pp.240-241).

However, changing long-established teaching concepts and methods could have faced resistance from schools or higher authorities, and the implementation of group teaching required high standards for teachers. There were still many problems to be addressed when applying the group discussion to general psychological education courses teaching, and it should not have been rushed to avoid further issues.

## **2.3 Learning Achievements**

### **2.3.1 Definition of academic performance**

Learning achievement was a quantitative measure of students' learning ability demonstrated during a specific learning period, providing an objective evaluation of their learning level (Zhang, 2018, pp.92-93).

The definition of learning achievement was multidimensional and extended beyond the perspective of subject knowledge mastery. It also encompassed various aspects such as subject thinking ability, processability, emotional attitude, and practical application. It was combined with individual student characteristics for a comprehensive and objective evaluation (Gong & Zheng, 2007, pp.57-58).

Learning achievement served as an important marker for evaluating students' learning outcomes, reflecting their overall abilities. It was also a critical indicator for evaluating the effectiveness of psychoeducation programs. However, in the psychological education courses, the learning achievement evaluation system should have been designed according to the actual situation. More scientific and reasonable evaluation criteria should have been established to better promote students' learning growth and development (Liu, 2018, pp.47-48).

In summary, academic performance may reflect an assessment of a student's academic ability, effort, and performance, but the specific definition of academic performance and how it is assessed may vary depending on the educational system and curriculum. It may also be related to educational goals and subject areas. Thus, among students' understanding and mastery of specific knowledge areas, learning achievement may be more concerned with students' ability to think creatively and solve problems

### **2.3.2 Assessment criteria for academic performance**

From the perspective of mental health education, the scientificity of academic achievement assessment standards was directly related to the effectiveness and validity of mental health education. However, the unreasonableness and unfairness of learning achievement assessment standards could cause students' psychological problems and seriously affect their psychological health. Therefore, mental health education in colleges and universities needed to establish a comprehensive set of assessment standards, taking academic achievement as the guide and physical and mental health as the goal.

Mental health education should be incorporated into the school's education evaluation system, and continuous exploration and improvement of teaching reform should have been conducted. Thus, scientific and reasonable assessment standards for learning achievement were one of the critical guarantees to promote mental health education for college students (Liu, 2021, pp.191-192).

In education and teaching, learning achievement assessment criteria were a quantitative evaluation system developed by teachers based on educational and teaching objectives and requirements for student learning. The assessment criteria were not only directly related to students' learning performance but also an essential basis for teachers to evaluate the effectiveness of teaching. When teachers developed learning achievement assessment criteria, they should have fully considered the nature of the course, teaching objectives, teaching content, and teaching methods. Thus, they could have developed reasonable, fair, and scientifically-sound assessment criteria (Cai, 2016, pp.96-97).

In summary, learning achievement assessment criteria provide objective measures that reflect students' knowledge and skill levels and promote motivation and goal setting. However, its shortcomings remain in several points: 1) They are limited to superficial assessments, neglecting the assessment of practical application skills and creative thinking, and failing to measure students' learning outcomes comprehensively. 2) Ignoring the individual differences of students and failing to accurately assess the actual abilities of each student. And 3) Emphasis on results and neglect of process details, leading students to focus too much on achievement and neglect the fun and depth of learning.

### 2.3.3 How to effectively improve learning achievement

Improving learning performance could be achieved by clarifying goals, mastering learning strategies based on personal characteristics, developing learning plans and methods, using time efficiently for pre-study before class, reviewing and summarizing after class, participating in various knowledge competitions and subject competitions, and more. In learning, the focus should have been on developing thinking training, information literacy, and practical skills while building an effective communication platform. Strengthening classroom group discussion and learning, mutual supervision and encouragement, and forming a cooperative team model and learning

atmosphere could also have been helpful. Broadening horizons, improving overall quality, and laying a good foundation for future employment and development were essential (Liu, 2019, pp.114-115).

Effectively improving learning performance required learning how to manage time, read efficiently, and memorize scientifically. In classroom learning, students should have seized the opportunity to listen carefully, take good notes, and organize the content. This could have significantly improved learning performance. Before exams, students should have prepared for review, starting with their weaknesses and making a scientific review plan, which was one of the effective ways to improve learning performance (Cai & Zhang, 2018, pp.42-43).

In summary, several essential elements must be understood and mastered to improve academic performance: 1) set specific, achievable, and quantifiable learning goals, 2) develop an effective plan and plan your time wisely, 3) use a variety of learning methods, such as classroom discussions, group learning, and problem-solving skills, 4) make full use of effective resources and find additional learning materials to deepen understanding, 5) develop good study habits, and 6) seek help and support from teachers, parents or classmates.

## **2.4 Relevant Research**

### **2.4.1 Domestic research**

Pan (2016) conducted a study on the management of mental health education in domestic universities, which started late but developed rapidly. Currently, research platforms in this area mainly focus on schools that prioritized psychological education courses. The use of group discussion for learning management in psychological education courses became an important and effective teaching method in recent years. The method of cultivating learning outcomes needed to be further consolidated and strengthened, and domestic scholars needed to increase their research efforts and deepen reforms based on the original basis. Group discussion was unique in that it established a mechanism for communication and exchange among students. To ensure the effectiveness of group discussion, it was essential to ensure the fluidity of the dialogue mechanism. Although the teacher was no longer the center of instruction that he or she

once was, it was crucial that he or she played a controlling role. First, the teacher should clarify the division of labor among group members, explain the discussion methods, understand the discussion techniques, help students overcome the mechanical problems of group discussion, and stimulate students' potential and creativity as much as possible. Second, the teacher should act as an observer and pay close attention to the group's investigation methods and the effectiveness of their application, whether the discussion was superficial, and how group members could help each other. Teachers should designate planning measures in advance to solve problems that arose in group discussions in a timely manner. For example, if students just sat and did not form an interactive group, the teacher should observe the actual problems of each member to understand their ideas. Students with similar problems should be assigned to a group and encouraged to discuss boldly and express their views.

Zhang and Wang (2018) found that mental health education had always been a focal issue and an important aspect of college education and teaching work in domestic colleges and universities. Currently, mental health education for college students gradually gained widespread attention and became an essential part of college education. However, there were still some problems with mental health education management in colleges and universities, such as a relatively weak teachers' team, a lack of teaching management, and quality assessment of mental health education courses. To address these issues, the scientific and effectiveness of mental health education management needed to be strengthened, and the quality of high-quality mental health education faculty and teaching management assessment needed to be cultivated more systematically.

Yuan (2020) found that psychological education courses integrated knowledge transfer, psychological experience, and behavioral training. Setting up psycho-education courses under certain conditions widely and systematically promoted knowledge education, cultivated students' psychological regulation ability, and enhanced their psychological quality. Therefore, the question remained: how could we improve the teaching effect? In the teaching of psychological education courses for college students, the use of group discussion achieved better results.

Chen and Liu (2005) found that learning had to be accomplished through the cooperative interaction of a learning community composed of teachers and their helpers, who often communicated with each other in the learning process, shared various learning resources, and worked together to accomplish certain learning tasks.

Xu (2004) found that group discussion was a way to promote the use of knowledge and skills by assigning tasks and learning cooperatively in small groups of 6-8 people, with members fully communicating to express their views, explore, and acquire knowledge on certain issues.

In summary, group discussions not only effectively promote interaction and cooperation among students, but also broaden the understanding of psychological phenomena and behaviors. Therefore, teachers should both effectively facilitate group discussions and rationally observe the discussion process at all times, so that group discussions can be sustained under conditions of mutual help and solid external guarantees, which ultimately lead to a good discussion atmosphere, which is highly positive in psychoeducation courses.

#### 2.4.2 Foreign research

Wang and Barnes (2014) introduced the necessity and significance of psychological education courses and made suggestions for improving mental health services for college students. They mentioned that psycho-educational programs were an effective means of preventing and managing mental health problems among college students, including related measures such as promoting healthy lifestyles, communication, and support services.

Allen and Mabry (2007) found that through group discussions, students could collaboratively explore complex problems, challenge each other's assumptions, and construct new knowledge in STEM fields. Group discussions provided students with opportunities to develop critical thinking skills, communication skills, and teamwork skills, which were valuable in STEM disciplines. Analyses have shown that incorporating structured group discussions into STEM courses improved learning outcomes, increased students' engagement, and enhanced problem-solving skills.



Rogan and Gray (2003) stated that small group discussions were characterized by a limited number of members, usually between 3 and 12. Group discussions provided opportunities for active participation, collaboration, and interaction among members. They were often used in educational settings to promote learning, problem-solving, and critical thinking skills. Group discussions allowed for the sharing of different perspectives, experiences, and knowledge, promoting a richer learning environment. The dynamics of group discussions, such as communication patterns, leadership roles, and decision-making processes, could greatly influence the outcome of the group. Group discussions often involved goal-oriented tasks such as analyzing case studies, solving problems, or generating new ideas. Effective group discussion learning environments were characterized by positive interdependence, personal responsibility, equal participation, and supportive interactions among group members. Group discussion activities could increase motivation, engagement, and retention of information through active participation and social interaction.

Sharan and Sharan (2013) found that group discussion was a student-centered approach in which students worked together in small groups to investigate a specific topic or problem. It involved collaborative planning, research, and problem-solving, enabling students to actively participate in the learning process. The focus was on inquiry, exploration, and collaboration among group members. Group discussion had several benefits. It promoted active learning, critical thinking, and problem-solving skills. It encouraged students to take ownership of their learning and promoted collaboration, communication, and teamwork. It also provided students with opportunities to develop research skills, practice effective communication, and learn from different perspectives.

Mann and Walsh (2018) found that group discussion in language learning involved students working together in small groups, engaging in conversation, exchanging ideas, and practicing their language skills. This approach encouraged active participation, collaboration, and communication among students. A critical analysis might explore aspects of student-led group discussion, such as benefits, challenges, and potential drawbacks. It could discuss the impact of group discussion on language acquisition, student engagement, language proficiency development, and the overall learning experience.

In summary, foreign studies have shown that group discussions play an important role in improving academic performance, promoting critical thinking, developing cooperative and communication skills, enhancing independent learning and independent thinking, and improving social and interpersonal skills.



## CHAPTER3

### RESEARCH METHODOLOGY

The study on learning management by using group discussion to develop learning achievement in psychological education courses for fourth-year students had the following details or components.

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Instrument Development
- 3.5 Data Collection
- 3.6 Data analysis
- 3.7 Statistics Used in Research

#### 3.1 Research Design

The research design was quasi-experimental. The researcher conducted experiments based on the Pretest-Posttest Nonequivalent-Group discussion Design. (Best & Kahn, 2003, p.178)

**Table 3.1** Pretest-Posttest Nonequivalent-Group Design

The Pretest-Posttest Nonequivalent-Group Design			
O1	X		O2
O3	C		O4

Symbols used in experimental design

O1, O3 = Pretest

O2, O4 = Posttest

X = Learning management by using group discussion (Experimental group)

C = learning management by using the traditional method (Control group)

## **3.2 Population and Sample**

### **3.2.1 Population**

The study population was 240 fourth-year students of the Sichuan University of Science and Engineering year 2022.

### **3.2.2 Sample**

The sample groups were 60 fourth-year university students in psychological education courses at Sichuan University of Science and Engineering year 2022-2023. The sample students were cluster sampling in two classrooms (each with 30 students) for the experimental group and control group.

## **3.3 Research Instrument**

The research instruments were classified into the types used in the experiment and the instruments used for data collection. With details as follows:

3.3.1 Traditional lesson plan, with the theme of psychological education courses on environmental adaptation for university students (4 hours): the theme has 3 topics.

Unit 1: the range of adaptability of the indoor learning environment for college students (1 hour)

Unit II: Range of adaptive skills for outdoor communication learning environments for college students (1 hour)

Unit 3: the range of competencies for integrated indoor and outdoor learning and communication for college students (2 hours)

3.3.2 Group discussion Lesson plan using the group discussion on the topic of teaching psychological education courses on environmental adaptation for college students (4 hours): there are 3 topics.

Unit 1: the range of adaptability of the indoor learning environment for college students (1 hour)

Unit II: Range of adaptive skills for outdoor communication learning environments for college students (1 hour)

Unit III: the range of competencies for integrated indoor and outdoor learning and communication for college students (2 hours)

3.3.3 The Learning Achievement Test is used to assess academic performance in psychological education courses. There are 30 multiple-choice questions on the learning achievement test. Each multiple-choice question has 4 options. It is used for the pre-test and post-test of experimental and control groups.

### **3.4 Instrument Development**

3.4.1 Create an experimental tool that is based on traditional methods and uses group discussions for learning management plans.

3.4.1.1 Create a Traditional lesson plan traditional method. Steps to create a course (4 hours) and 3 topics of instruction.

1) Study the curriculum and topics, traditional methods, and ways of writing learning management plans using traditional methods. Summarize the following concept: the traditional method is a traditional teaching model that focuses on the teacher and pedagogical knowledge.

2) Create a learning management plan using traditional methods. This learning management plan includes the following elements.

Unit 1: the range of adaptability of the indoor learning environment for college students (1 hour)

Unit II: Range of adaptive skills for outdoor communication learning environments for college students (1 hour)

Unit III: the range of competencies for integrated indoor and outdoor learning and communication for college students (2 hours)

3) Submit the learning management plan created by the researcher proposed to the thesis advisor to verify the validity of the content and provide suggestions for improvement and correction

4) Submit the learning management plan to the experts. To validate and find an IOC (Index of Item Objective Congruence) compliance index greater than or equal to .05 of the elements in the learning management plan. 3 experts assessed the plan, consisting of 2 people in the curriculum, 1 in measurement and evaluation, and made improvements. This Lesson IOC is equal to 1.

5) Bring the revised Traditional lesson plan to try out with students who are not in the sample group of 1 classroom and then use it to improve the learning management plan before being put into collecting actual data

3.4.1.2 Create a group discussion Lesson plan. The subject was an environmental adaptation psychological education course (4 hours) with 3 topics and the following steps were created.

1) Study the curriculum and subject matter and analyze group discussion for learning management in psychoeducational courses. The following concepts are summarized: Group discussion for learning management as a new technology, group discussion for learning management can be supported by modern education such as learning new skills and new life skills, using electronic simulated communication and hardware to build a virtual reality that effectively simulates real and non-real scenarios. Users can interact with the simulated scenes in this virtual reality space. This feature makes the group discussion a new type of technical education support, thus creating a different learning environment for learners, enhancing self-knowledge, hobby development, and interactivity, and ensuring learning effectiveness.

2) Create a learning management plan using group discussions. This learning management plan includes the following elements.

Unit 1: the range of adaptability of the indoor learning environment for college students (1 hour)

Unit II: Range of adaptive skills for outdoor communication learning environments for college students (1 hour)

Unit III: the range of competencies for integrated indoor and outdoor learning and communication for college students (2 hours)

3) Submit the researcher's proposed learning management plan created using group discussion instruction to the dissertation advisor to verify the validity of the content and to provide suggestions for improvements and corrections.

4) Present the learning management plan using group discussion for learning management to the experts. Validate and find the IOC (Index of Consistency of Program Objectives) compliance index for each element of the learning management plan greater than or equal to 0.05. three experts evaluated the plan, including

two in curriculum and one in measurement and assessment, and made improvements. This Lesson IOC is equal to 1.

5) Combine the revised learning management plan with learning management conducted in group discussions, pilot it with a group of students who are not in the sample group 1 classroom, and then use it to improve the learning management plan before committing to actual data collection.

### 3.4.2 Creating a data collection instrument: Learning Achievement Test

The Learning Achievement Test was employed to evaluate learning achievement in psychological educational courses. The test comprised 30 questions, with 20 multiple-choice questions, each offering 4 options and 10 true or false questions. The following steps were undertaken for the pre-test and post-test of both the experimental and control groups.

1) Consult the course manuals for learning management and research related to measurement and evaluation as a guideline for creating an achievement test.

2) A learning achievement test was created. It was a multiple-choice test consisting of 60 items, from which 30 items were selected based on criteria to ensure consistency with the content and indicators.)

3) Submit the learning achievement test created by the researcher proposed to the thesis advisor to verify the validity of the content and provide suggestions for improvement and correction

4) Submit the learning achievement test to the experts. To validate and find an IOC (Index of Item Objective Congruence) compliance index greater than or equal to .05 of the elements in the learning achievement test. 3 experts assessed the plan, consisting of 2 people in the curriculum, 1 in measurement and evaluation, and made improvements. The evaluation criteria were as follows:

+1: when making sure that the item of learning achievement test congruence to the learning objectives.

0: when not sure whether the item of learning achievement test congruence to the learning objectives.

-1: when you are sure that the item of learning achievement test congruence to the learning objectives

5) The revised learning achievement test was administered to a sample group of 30 students for a trial, and then it was used to improve the learning management program before being implemented for actual data collection.

6) The variability of difficulty was analyzed based on the test results of the learning achievement test. The test served as a quality measure, with the criteria for difficulty (0.20-0.80) and discrimination (0.20-1.00) set for the 30 items in this research.

7) The results were analyzed to determine the test's reliability using Cronbach's alpha coefficient, with a threshold of 0.8.

8) The learning achievement test that had passed quality checks was published and used to collect actual data.

### **3.5 Data Collection**

This research data was collected. Researchers collected data in the following sequence:

#### **3.5.1 Preparation steps**

3.5.1.1 Contact to obtain official documents from Sichuan University of Science and Engineering. To request the assistance and cooperation of the head of the educational institution, permission to collect data from the sample group was requested.

3.5.1.2 The experimental group and the control group consisted of two groups that were randomly from the fourth-year students of Sichuan University of Science and Engineering 2022. By Cluster sampling technique groups, one group by group discussion (Experimental group), and another group by Traditional (Control group).

#### **3.5.2 Experimental steps**

3.5.2.1 Pre-test through learning management based on the topic: psychological educational theme: environmental adaptation psychological education courses before learning management of the experimental group and the control group.

3.5.2.2 Learning management included two classrooms: The experimental group utilized the group discussion for learning management and the control group utilized the traditional method for learning management.

3.5.2.3 Post-testing through learning management based on the topic: psychological educational theme: environmental adaptation psychological course



### 3.5.3 analyze steps

Scores obtained from the learning achievement test were analyzed by statistical methods to test the hypothesis.

## 3.6 Data Analysis

In the data analysis, the researcher used a software program to analyze the data. The following were the details of the data analysis:

### 3.6.1 Study protocol quality analysis

3.6.1.1 The IOC method was used to analyze the validity of the learning management plan content.

3.6.1.2 The IOC method was used to analyze the validity of the learning achievement tests.

3.6.1.3 Cronbach's alpha was used to assess the reliability of the learning tests.

### 3.6.2 Analysis Used in hypothesis testing

3.6.2.1 To compare learning achievement in psychological education courses before and after learning using the traditional method used t-test for Dependent.

3.6.2.2 To compare learning achievement in psychological education courses between the before and the after learning using group discussion. used t-test for Dependent.

3.6.2.3 To compare the learning achievement in psychological education courses between learning management using the traditional method and learning management using group discussion using t-test for Independent.

## **CHAPTER 4**

### **RESEARCH RESULT**

This research develops learning achievement in psychological education courses by using group discussions for fourth-year students at the Sichuan University of Science and Engineering. The purposes of this research were to: 1) compare learning achievement in psychological education courses of fourth-year university students before and after using the group discussion, 2) compare learning achievement in psychological education courses of fourth-year university students before and after using the traditional method, 3) compare learning achievement in psychological education courses of fourth-year university students between learning management by using the group discussion and using the traditional method. Researchers analyzed the data and divided the results into the following three parts:

Part 1 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the group discussion.

Part 2 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the traditional method.

Part 3 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students between the students learning using the group discussion and the students learning using the traditional method.

#### **Part 1 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the group discussion.**

Data analysis compared learning achievement in psychological education courses of fourth-year university students before and after learning by group discussion, using a dependent t-test, and the results of the analysis were shown in Table 4.1.

**Table 4.1** Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the group discussions.

learning achievement	n	$\bar{X}$	SD	$\bar{D}$	Sd	t	p
before learning	30	11.23	2.13	13.23	2.11	34.32*	.000
after learning	30	24.47	2.06				

\* p < .05

Table 4.1 Data analysis showed a significant difference in the t-test. (t=34.32, p<.05) When considering the average learning achievement of fourth-year university students, it was found that students had a statistically significantly higher learning achievement after learning ( $\bar{X}$ =24.47, SD=2.06) than before learning ( $\bar{X}$ =11.23, SD.=2.13) at .05 level.

**Part 2 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the traditional method.**

Data analysis compared learning achievement in psychological education courses of fourth-year university students before and after using the traditional method, using the dependent t-test, the results of the analysis were shown in Table 4.2.

**Table 4.2** Comparative analysis of learning achievement in psychological education courses of fourth-year university students before and after using the traditional method.

learning achievement	n	$\bar{X}$	SD	$\bar{D}$	Sd	t	p
before learning	30	11.00	2.03	10.50	2.52	22.86*	.000
after learning	30	21.52	2.15				

\*p<.05

Analysis of data from Table 4.2 Significant difference was found in t-tests. (t=22.86, p<.05). When considering learning achievement in psychological education courses of fourth-year university students who were taught with the traditional method,

it was found that students had a statistically significantly higher learning achievement after learning ( $\bar{X}=21.52$ ,  $SD=2.03$ ) than before learning ( $\bar{X}=11.00$ ,  $SD=2.03$ ) at .05 level.

**Part 3 : Comparative analysis of learning achievement in psychological education courses of fourth-year university students between the students learning using the group discussion and the students learning using the traditional method.**

Data analysis compared the learning achievement in psychological education courses of fourth-year university students between the students learning by the group discussion and the students learning by the traditional method, using the independent t-test, the results of the analysis were shown in Table 4.3 - 4.4

**Table 4.3** Comparative analysis of learning achievement in psychological education courses of fourth-year university students before learning between the students learning by the group discussion and the students learning by the traditional method.

Learning Management	n	$\bar{X}$	SD	t	p
Group discussion.	30	11.23	2.13	.43	.67
Traditional method.	30	11.00	2.03		

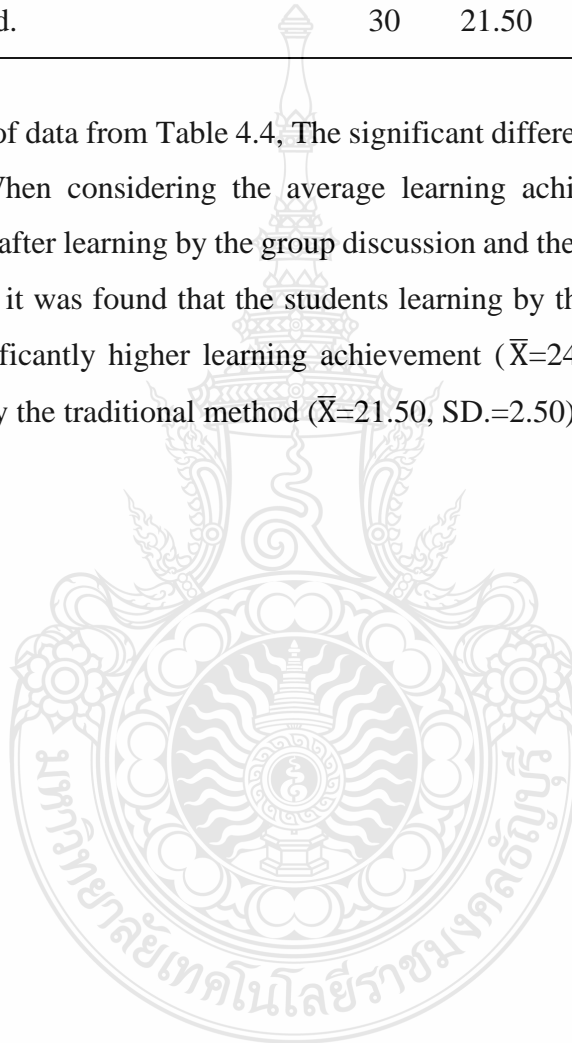
Analysis of data from Table 4.3 The significant difference was not found on t-tests. ( $t=.43$ ,  $p>.05$ ). When considering the average learning achievement of fourth-year university students before learning between the students who will learn by the group discussion and the students who will learn by the traditional method.

**Table 4.4** Comparative analysis of learning achievement in psychological education courses of fourth-year university students after learning between the students learning by the group discussion and the students learning by the traditional method.

Learning Management	n	$\bar{X}$	SD	t	p
Group discussion.	30	24.47	2.06	5.46*	.000
Traditional method.	30	21.50	2.15		

\*p<.05

Analysis of data from Table 4.4, The significant difference was found in t-tests. (t=5.46, p<.05). When considering the average learning achievement of fourth-year university students after learning by the group discussion and the students learning by the traditional method, it was found that the students learning by the Group discussion had a statistically significantly higher learning achievement ( $\bar{X}$ =24.47, SD=2.06) than the students learning by the traditional method ( $\bar{X}$ =21.50, SD.=2.50) at .05 level.



## **CHAPTER 5**

### **DISCUSSION AND RECOMMENDATIONS**

This research develops learning achievement in psychological education courses by using group discussions for fourth-year students at the Sichuan University of Science and Engineering. The purposes of this research were to: 1) compare learning achievement in psychological education courses of fourth-year university students before and after using the group discussion, 2) compare learning achievement in psychological education courses of fourth-year university students before and after using the traditional method, 3) compare learning achievement in psychological education courses of fourth-year university students between learning management by using the group discussion and using the traditional method. The sample of this research was 60 senior students in the second semester of the 2022 academic year at Sichuan University of Science and Engineering. The research instruments include group discussion lesson plans, traditional lesson plans, and learning achievement tests.

#### **5.1 Summary of Findings**

Developing the learning achievement in psychological education courses by learning management with group discussions of fourth-year students. As follows

5.1.1 learning achievement in psychological education courses of fourth-year students by learning management with group discussions was significantly higher than before learning management at the .05 level, based on research hypothesis 1.

5.1.2 learning achievement in psychological education courses of fourth-year students with group discussions after learning management using traditional methods was significantly higher than before learning management at the .05 level, based on research hypothesis 2.

5.1.3 learning achievement in psychological education courses of fourth-year students between learning management by using the group discussion was significantly higher than another group of students learning management by traditional methods at the .05 level, based on research hypothesis 3.

## 5.2 Discussion

The learning achievement in psychological education courses by learning management with group discussions of fourth-year students. divide the research results into 3 issues for discussion:

5.2.1 According to the results of the study, senior students who received learning management with group discussion in the psychoeducation course were significantly higher than before learning management at the.05 level. The effectiveness of this teaching style originates from its emphasis on teamwork development and mutual learning, where opinions are expressed about a central issue. Its essence lies in utilizing the group as an organizational form to accomplish specific tasks through cooperation among group members. Students are encouraged to analyze and identify problems, determine their causes, and strive for the best solution through group discussions, ultimately aiming for a higher final score. The process of group cooperation serves not only as a platform for expressing views and opinions but also as an opportunity to seek the best answers through communication and cooperation, even in the face of disagreement. Furthermore, group discussion, as a learning management approach, enhances students' motivation to learn, actively engages their cognitive abilities and verbal expression, facilitates multidirectional communication, fosters brainstorming, encourages mutual learning and collective progress, and cultivates the spirit of collaborative research and exploration. By focusing on performance-enhancing learning methods, engaging in problem discussions under the guidance of teachers, and distinguishing between truth and falsehood, students acquire knowledge (Yang, 2015).

The group discussion as a learning management approach also had a positive impact on students' problem-solving and communication skills. It deepened their understanding of problems and allowed for the consideration of new ideas that may not have been previously explored. This led to the optimization and improvement of solutions and designs. To meet students' developmental needs, teachers have gradually incorporated group discussion learning management models into classroom instruction and management, thereby reducing their workload. This approach improves the overall quality of teaching and learning, promotes healthy competition among learning groups, ensures scientific classroom management, provides a better learning environment for

students, and alleviates some of the pressure on teachers in terms of management. Group discussion expands communication opportunities, diversifies communication channels, promotes active and creative dialogue between teachers and students, respects students as active participants in their education, and fosters mutual support and cooperation (Pan, 2016).

5.2.2 Based on the research findings, the learning achievement in psychological education courses of fourth-year students with traditional methods after learning management was found to be higher than before studying, with statistical significance at the level of .05. This improvement can be attributed to the learning management approach that is based on standards and indicators, ensuring that learning activities are organized clearly and comprehensively. Traditional teaching, which incorporates Herbart's stage teaching method and Ausubel's theory of meaningful speech learning, emphasizes teacher-centered teaching activities aimed at imparting knowledge to students through verbal explanations, blackboard writing, wall charts, and models. The main content of the teaching revolves around prescribed textbooks, and lecturing teaching methods are predominantly utilized. (Xu, 2004)

5.2.3 Based on the research findings, the learning achievement in psychological education courses of fourth-year students between learning management by using the group discussion was significantly higher than another group of students learning management by traditional methods at the .05 level. The fourth-year students who learned by using group discussion emphasized the active participation of students. Guided by teachers, students discussed assigned problems within their groups, shifting away from the traditional "teacher-led" approach where students passively received information. This allowed students to become active participants in their classroom, integrating knowledge and gaining practical experience. The group discussion also facilitated student integration into the class, enhancing their learning enthusiasm and willingness to take initiative in their studies. In the past, teaching-focused too much on achieving teaching outcomes and overlooked the importance of teacher-student interaction during the teaching process. The group discussion enabled students to engage in debates and no longer view professional knowledge from a bystander's perspective. Students were encouraged to think critically about the background and connections of the knowledge



they acquired. By improving the teaching process, this method helped students better understand and digest classroom knowledge while effectively aligning the teaching process with its outcomes. (Wang& Barnes, 2014)

Group discussions also emphasize communication. The interaction between students and teachers provides ample opportunities for language input and output, gradually improving students' communication skills in these language areas. Additionally, students have ample opportunities to express their ideas within the group and hear the opinions of their peers and the teacher. This prompts students to consider alternative perspectives and integrate opinions and suggestions from different sources, promoting the development of an open-minded mindset. In traditional teaching, students primarily act as passive listeners, while teachers mainly transmit course knowledge. Teacher-student interaction and communication among students are limited, often leaving students with insufficient opportunities to ask questions and reflect. Student learning should be a collaborative process in which classmates work together on the same problem. Small group discussion aligns with this teaching philosophy as it redefines the roles of the teacher and students in traditional teaching. In this approach, the teacher assumes a more important role in defining the topic of study, organizing group discussions, and assessing content, while students engage in discussions with their peers within the group. They explore the content of the general psychoeducation curriculum in various ways, such as conducting internet research, engaging in individual reflection, and participating in intra- or intergroup discussions. This culminates in a research report summarizing their findings (Zhang & Zuo, 2011).

In summary, learning management using group discussions aims to develop student's learning achievement in solving psychological educational problems and achieving successful learning management. Group discussions allow students to learn from each other and fill knowledge gaps by leveraging the expertise of classmates in specific areas. It also improves communication skills, including information transfer and interpersonal relationships. Additionally, group discussions help students recognize their strengths and weaknesses, as well as those of their classmates, and find ways to improve them, which is crucial for their continuous progress. Compared to traditional teaching methods, group discussion significantly enhances students' ability to collaborate, express

themselves, and organize their ideas. It instills self-confidence and encourages students to effectively value and express their opinions. Opportunities for expressing their opinions are greatly enhanced. The development of students' writing, organizational, presentation, and communication skills is invaluable, whether they pursue careers in the clinical or management field after graduation. Therefore, students must strengthen these skills during their studies to confidently face a variety of complex situations after graduation.

### **5.3 Recommendation**

#### 5.3.1 Recommendations for Implementing the research findings

5.3.1.1 Based on the research results, it is recommended that teachers adopt a step-by-step approach to studying the group discussion for learning management before applying it, to maximize its effectiveness.

5.3.1.2 Additionally, in line with the research findings, teachers who employ group discussions in learning management to enhance psychological education courses' performance should actively encourage students to take initiative and maintain a high level of enthusiasm for learning. This approach will contribute to the development of student's independent thinking skills. It is important to acknowledge that learners may encounter some confusion as they become more familiar with and comprehend the essence of the group discussion. In such situations, teachers should provide guidance and closely monitor students' understanding of the group discussion, offering appropriate suggestions as needed.

#### 5.3.2 Recommendations for next research

5.3.2.1 Apply the method of learning management with group discussion to develop the other skills and academic performance of senior students.

5.3.2.2 Apply the method of learning management with group discussion to develop learning achievement in other courses or other levels of students.

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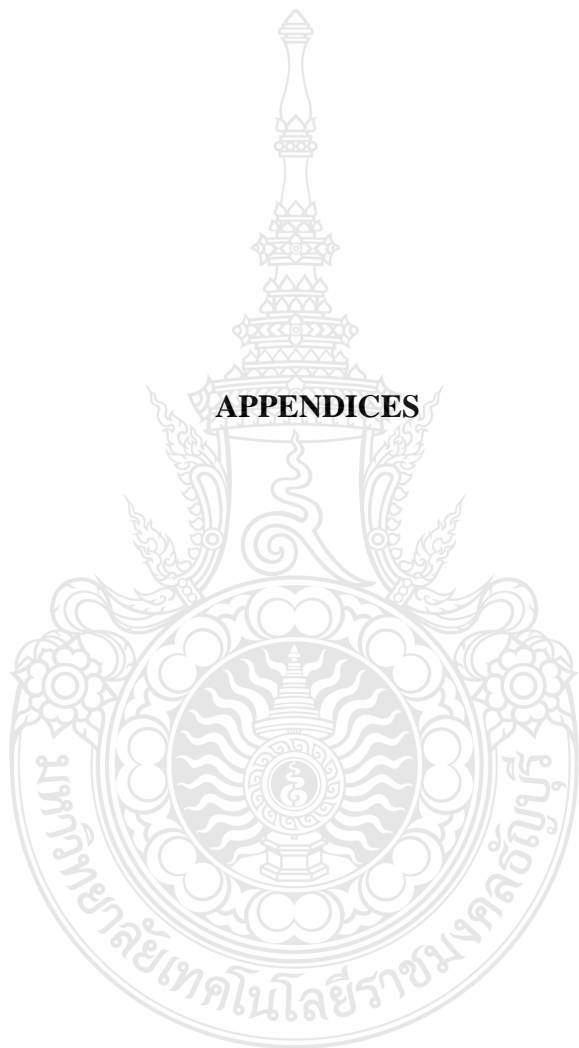
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**APPENDICES**







**APPENDIX A**

Letter to Experts and Specialists for Research Instruments Validation

No. 0649.02/ 0120



Faculty of Technical Education  
Rajamangala University of Technology  
Thanyaburi  
39 Moo 1, Rangsit-Nakhon Nayok Road,  
Klong Hok, Khlong Luang, Pathum Thani  
Postal Code 12110, Thailand

29 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Prof. Ming hong. Shen

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled “ Learning Management by Using Group Discussion to Develop Learning Achievement in Psychological Education Courses for Fourth -Year Students at Sichuan Light Chemical University” with Asst. Prof. Dr. Saiphin Siharak , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Tong Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)  
Dean, Faculty of Technical Education

Department of Education  
Tel: +66-2549-3207  
Fax: +66-2577-3207

No. 0649.02/ 0120



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Rajamangala University of Technology  
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39 Moo 1, Rangsit-Nakhon Nayok Road,  
Klong Hok, Khlong Luang, Pathum Thani  
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Lecturer Jing Han. Wu

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled “ Learning Management by Using Group Discussion to Develop Learning Achievement in Psychological Education Courses for Fourth -Year Students at Sichuan Light Chemical University” with Asst. Prof. Dr. Salphin Siharak , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Tong Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)  
Dean, Faculty of Technical Education

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Postal Code 12110, Thailand

๒๗ January 2023

**Subject** Invitation letter inviting experts to validate research instruments

**Dear** Assoc. Prof. Dr. Dowroong Watcharinrat

Due to Mr.Tong Wu , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled “ Learning Management by Using Group Discussion to Develop Learning Achievement in Psychological Education Courses for Fourth -Year Students at Sichuan Light Chemical University” with Asst. Prof. Dr. Saiphin Siharak , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Tong Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

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**APPENDIX B**

**Lesson plan**

- **Group discussions lesson plans 1 - 3**
- **Traditional lesson plans 1 - 3**

## Group discussions lesson plans 1-3

### Lesson Plan 1

Lesson Plans No.1 Name: Psychological problems of college students' social adaptation      Class Level: Senior student.      Time: 1 hours.

#### 1. Learning Objectives (KPA)

1. Students can conclude the key points and core of college students' social adjustment psychology. (K)
2. Students can discussion about College Students' Psychological Problems of Social Adjustment in their group. (P)
3. Students accept value in adjusting themselves to society's psychological problems. (A)

#### 2. Content

psychological problems of social adaptation

The psychological problems of social adaptation gradually emerge with the graduation of college students, mainly from the foothold of the employment process, focusing on the psychological problems of social adaptation in the employment of college graduates, the social psychological adaptation and the employment problems of college students are closely linked together. At the same time, it's innovative to a certain extent. With the influence of college enrollment expansion and education reform, the popularization of higher education has gradually come into our view. With the change of the reform situation, the number of graduates is increasing, and the psychological pressure caused by it is also increasing gradually. The common word "the most difficult" gradually arouses the attention of the public. The employment problem is closely related not only to college students themselves but also to the construction of the whole people's livelihood. At the same time, in the process of employment choice, if college graduates do not look at it well and face the psychological pressure of social adaptation caused by these employment problems with a positive attitude, it will easily lead to some psychological problems, which will produce a lot of social psychological maladaptation problems.

#### 3. Learning Activity/ Learning Management Process

##### Introduction

1. Teacher tells the learning objectives
2. Teacher introduces the group discussion learning method

3. Teacher talks about social psychological adaptation is a stage that every college graduate has to go through. In the process of this stage, it is an important symbol to test an excellent college student from "school man" to "social man" and "professional man".

### **Step 1: Group Arrangement**

1. Teacher explains the psychological problems of social adaptation and ask for an opinion about the content.
2. Teacher devise students into 5-6 persons in each group and chooses leader, secretary, and member roles.

### **Step 2: Group tasks**

1. Teacher gives a question as follows:
  - 1.1 Why should college students learn social adjustment?
  - 1.2 What do most college graduates choose to do after graduation?
2. Let each student answer the question with themselves in the paper.

### **Step 3: Discussion process**

1. Each group forms a circle to discuss 2 questions, 1.1-1.2 for 20 minutes.
2. Teacher facilitates support and helps the group to have discussion skills.
3. Students complete the discussion in groups, draw conclusions, and present their group conclusions.

### **Step 4: Summary feedback and evaluation**

1. The teacher reviews the answers in each group.
2. Teacher review group responses and organize groups to evaluate each other.
3. All student help to summarize the learning lesson and each student make a record and form a report after class.

## **4. Materials & Resources**

- Test
- Teacher log
- Experimental report

## 5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1.Students can conclude the key points and core of college students' social adjustment psychology. (K)	Testing making a record	Test 1 Report Form	Correctly more than 60%
2.Students can discussion about College Students' Psychological Problems of Social Adjustment in their group. (P)	Observing that students could discuss intheir group	-Teacher log	Students could discuss this in their group at least 70% of activities.
3. Students accept value in adjusting themselves to society's psychological problems. (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group



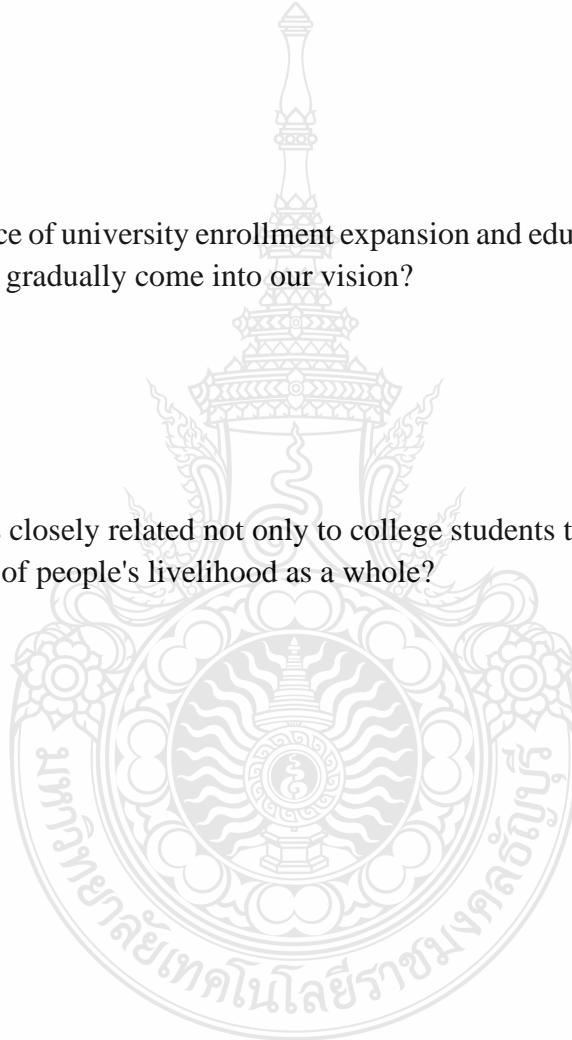


Test 1

Name: \_\_\_\_\_ Number \_\_\_\_\_


**Please answer the questions with your opinion.**

1. What are the psychological problems associated with the social adjustment that gradually emerge with the graduation of college students?
2. With the influence of university enrollment expansion and education reform, what kind of education has gradually come into our vision?
3. What problem is closely related not only to college students themselves but also to the construction of people's livelihood as a whole?



## REPORT FORM

name		major	
theme			
Teacher evaluation			



The watermark is the official logo of Rajabhat Nakhon Phanom University. It features a central stupa (a traditional Thai Buddhist monument) surrounded by a circular emblem with Thai script. The text around the emblem reads 'มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี' (Rajabhat Nakhon Phanom University).

### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
	(Knowledge, Process, or Practice)	Attitude
1		
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## Lesson Plan 2

Lesson Plans No.2 Name: Outdoor mental health education for college students. Class Level: Senior student. Time: 1 hours.

### 1. Learning Objectives (KPA)

1. Students can conclude the mental health knowledge. (K)
2. Students can do an activity with the group about interpersonal communication skills. (P)
3. Students accept the correct world outlook, outlook on life, and values. (A)

### 2. Content

The development of individual comprehensive quality

With the development of society, more and more attention has been paid to the development of individual comprehensive quality. Good team spirit and healthy and positive psychology have become the necessary contents of comprehensive quality, among which self-awareness plays a very important role in individual psychological development. Awareness of their strengths and weaknesses, it is helpful to carry forward the advantages, overcome the shortcomings, and achieve positive results of self-education. Thirdly, self-awareness is the way to reform their subjective factors, which enables people to constantly self-supervision, self-cultivation, and self-improvement. To this end, teachers will hold outdoor activities to enhance college students' self-awareness and team spirit.

### 3. Learning Activity/ Learning Management Process

#### Introduction

1. Teacher tells the learning objectives
2. Teacher asks the student, How does the student think in interpersonal communication?
3. Let students show their opinion about their answers.

#### Teaching Steps

1. Teachers instruct students in interpersonal communication, to jump out of the self-centered cycle, to others to be enthusiastic, frank, modest, and friendly; Be generous, and flexible, not haggle over every ounce in life; Can treat all kinds of unfair phenomenon correctly, can tolerate people, let people, can calm things, can treat people rationally
2. And Give students go to the football field of Sichuan University of Science and Engineering as the place for the activity.
3. Teacher divided the students into two groups of 15.

4. Teacher tells the first person in each group a word, and then the first student can't speak, and shows it to the second student with body movements, and the second student guesses the word according to the first student's movements, and then the teacher tells the second student a word, and the second student shows it to the third student, and the third student guesses the word, and so on. Until the last student guesses. The team with the least time wins.

5. After the activity let each group discuss what they from the activity, and present the group conclusion.

### Summary Steps

1. Let all student help to summarize the learning lesson and each student make a record and form a report after class

2. Teach conclude the outdoor games, students can have a deeper understanding of each other, establish a deeper friendship and have a deeper awareness of interpersonal communication through teamwork.

3. The teacher asked the students to test and write down their experiences after class.

### 4. Materials & Resources

Game

Test 2

Experimental report

Teacher Log

### 5. Measurement and Evaluation

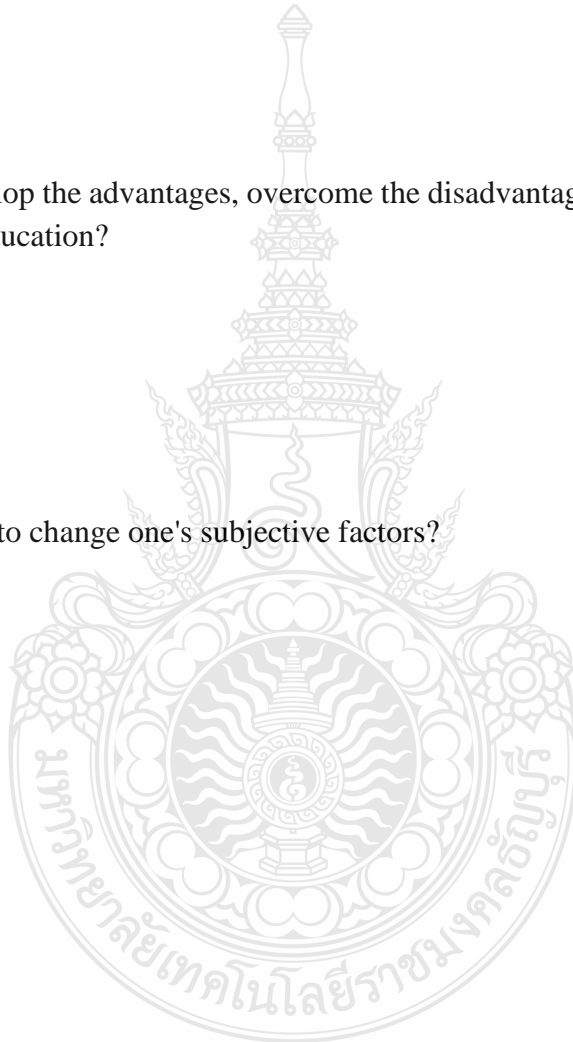
Learning Objectives	How to measure	Measuring Instruments/Tools	Measurement and Evaluation Criteria
1. Students can conclude the mental health knowledge (K)	Testing	Test 2	Correctly more than 60%
2. Students can do an activity with the group about interpersonal communication skills (P)	Observing that students could discuss in their group	-Teacher log -Experimental report form	Students could discuss this in their group at least 70% of activities.
3. Students accept the correct world outlook, outlook on life, and values (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group

Test2

Name: \_\_\_\_\_ Number \_\_\_\_\_


**Please answer the questions with your opinion.**

1. What are the necessary contents of an individual's comprehensive quality?
2. What helps develop the advantages, overcome the disadvantages, and achieve positive results of self-education?
3. What is the way to change one's subjective factors?



Experimental report form

name		major	
theme			
Teacher evaluation			



### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
	(Knowledge, Process, or Practice)	Attitude
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## Lesson Plan 3

Lesson Plans No.3 Name: The ability range of college students to comprehensively learn and communicate between indoor and outdoor

Class Level:Senior student

Time: 6 hours.

### 1. Learning Objectives (KPA)

1. Students can conclude the psychological quality essentials of wilderness survival. (K)
2. Students can do an activity with the group for survival in the wild. (P)
3. Students accept and relieve the psychological pressure. (A)

### 2. Content

1. Psychological quality
2. The influence of wilderness survival

### 3. Learning Activity/ Learning Management Process

#### Introduction

1. Teacher tells the learning objectives
2. Teacher introduces conditions required for survival in the wild, problems faced, and preventive measures
  - 2.1 The teacher will explain the matters needing attention in the field:
  - 2.2 Keep yourself adequately fed and watered
  - 2.3 Give yourself fire
  - 2.4 Familiarize yourself with your environment
  - 2.5 Build a place to rest
  - 2.6 Keep in touch with the outside world and let others know you're there
  - 2.7 Don't go to some dangerous places, such as rivers
3. Students prepare food, water, tinder, tent, compass, medical kit and other tools
4. Teachers evaluate the environment and equipment; Assess the physiological condition of the student

#### Step 1: Group Arrangement

1. Teacher explains the rules of outdoor survival as well as the influence and significance of psychological education
2. Teacher devise students into 5-6 persons in each group and chooses leader, secretary, and member roles.

## **Step 2: Group tasks**

1. Teacher gives a question as follows:
  - 1.1 Why should college students learn social adjustment?
  - 1.2 What do most college graduates choose to do after graduation?
2. Let each student answer the question with themselves in the paper.
3. Each group follow the teacher's instructions, take the food and equipment, take the bus to the foot of the destination "Futai Mountain", and start the wilderness survival journey
4. Teacher tells each group be careful because the mountain path is rugged and full of weeds. Everyone takes out trekking sticks and walks slowly in an orderly group over the mountainside. After arriving at the destination, the students were asked to do their duties. One group collected firewood, another set up the stove and set up tools, another prepared food, and cooked food, another got water, and another set up the tent.
5. After dinner, let students sit together for game interaction, using the way of drumming flowers, when the teacher shouted stop, the flower is passed to which one of the students, the students will perform a program, can be singing, dancing, skits, recitation and so on.

## **Step 3: Discussion process**

1. After the game, let each group discuss today's gains and shortcomings and summarize the experience for 20 minutes.
2. Teacher facilitates support and helps the group to have discussion skills.
3. Students complete the discussion in groups, draw conclusions, and present their group conclusions.

## **Step 4: Summary feedback and evaluation**

1. Teacher reviews the answers in each group
2. All students help to summarize the learning lesson
3. Teacher review group responses and organize groups to evaluate each other
4. The teacher asked the students to test and write a report about how to relieve psychological pressure through outdoor activities.

## **4. Materials & Resources**

Activity survival in the wild  
Test 3  
Experimental report  
Teacher Log

## 5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can conclude the psychological quality essentials of wilderness survival. (K)	Testing	Test 3	Correctly more than 60%
2. Students can do an activity with the group for survival in the wild. (P)	Observing that students could survive in the wild and discuss in their group	-Teacher log -Experimental report form	Students could survive in the wild and discuss in their group at least 70% of activities.
3. Students accept and relieve the psychological pressure. (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group



## Text

Psychological quality is an important part of a person's overall quality. It is divided into objective heredity and subjective nurture. Due to the different educational status and personal practice, each person's level of psychological quality is different. It is generally believed that good personality, strong psychological adaptability, positive attitude, excellent behavior and so on are the performance of high level of psychological quality. Objective innate heredity can not be changed, therefore, want to improve their psychological quality, the importance of acquired development can be imagined. If a person wants to improve their psychological quality, it is necessary to play their own subjective initiative, full of confidence, for their own affirmation is encountered difficulties and setbacks when the positive power, is the first step to overcome difficulties.

In the field survival training, college students need to keep thinking and give full play to their subjective mobility in order to overcome various difficulties, and their psychological quality has been improved in the process of constantly overcoming difficulties. The influence of wilderness survival training on the psychological quality of college students is mainly reflected in the following aspects:

1. Hone individual will and stimulate positive emotions. In the field survival training, the difficulties encountered are not only unknown, but also have a certain degree of adventure. These difficulties can arouse the students' spirit of adventure and courage to challenge the enthusiasm of the difficulties, which has a certain test on the students' physical and psychological. Therefore, students need to adjust their mentality, calmly and decisively face the difficulties, overcome their inner fear and overcome difficulties.

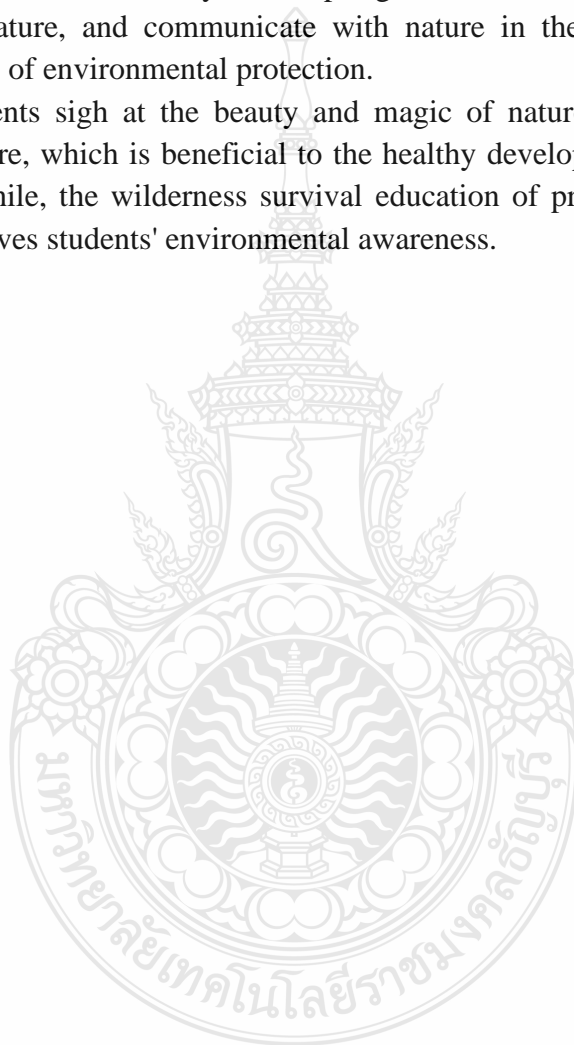
2. harmonious interpersonal relations, learn solidarity and cooperation. In training, the collective power is not to be underestimated. Nowadays, the majority of college students have only children, and as a result of being coddled from childhood, these college students have poor independence and teamwork ability. In the field survival training, the students work together to face difficulties and find solutions. They have the friendship of sharing weal and woe and feel the warmth of friendship. Through the life in the field survival training, the students have gained trust, care for each other, and their sense of solidarity and cooperation has been enhanced in the training.

3. Enhance independence and cultivate sentiment. Before this activity is carried out, schools should carry out theoretical education, so that students can theoretically understand the specific actions of wild survival activities. In the course of action, students have to make their own fire to cook, build a tent, use a compass, learn to save themselves in the wild, etc. These dimensions enhance students' independence. Living together, the fun of getting close to nature and the unknown of exploration can cultivate students' sentiments.

4. Surpass and create in practice. Outdoor practice is a good opportunity for students to express themselves, and recognition can greatly improve personal confidence. Students can understand their own advantages in the field survival, realize their personal value in practice, make contributions to the collective and classmates, carry forward the spirit of innovation, flexibly use the knowledge learned, give play to their hands-on ability, surmount themselves in overcoming difficulties, and meet a better self.

5. Strengthen environmental awareness and embrace beautiful nature. In the training, there is fresh air, blue sky, clear spring water, etc., students can get close to nature, embrace nature, and communicate with nature in the soul, which enhances students' awareness of environmental protection.

When students sigh at the beauty and magic of nature, they learn to live in harmony with nature, which is beneficial to the healthy development of students' body and mind. Meanwhile, the wilderness survival education of protecting nature and not littering also improves students' environmental awareness.

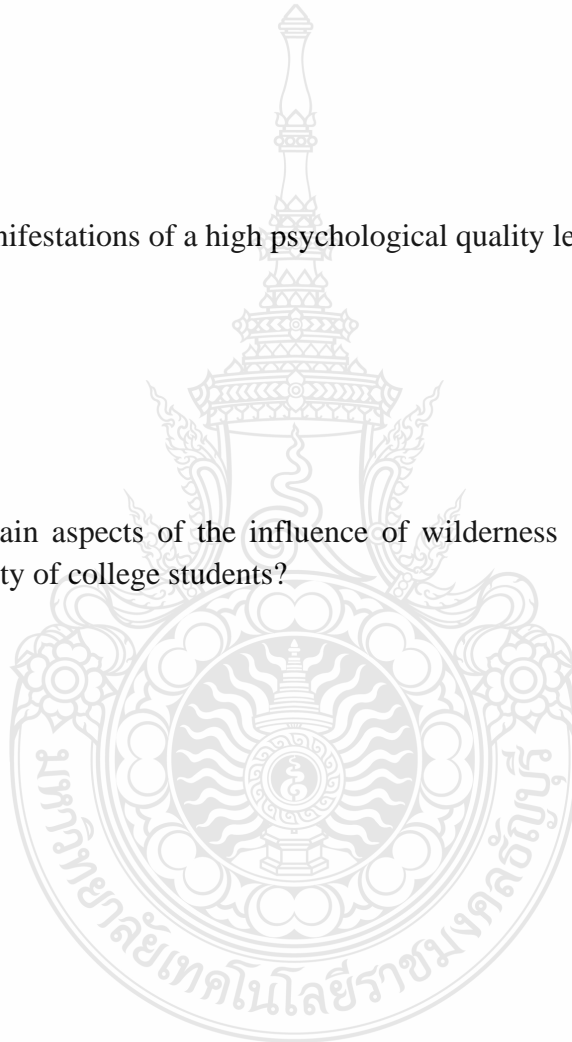


Test3

Name: \_\_\_\_\_ Number \_\_\_\_\_


**Please answer the questions with your opinion.**

1. Psychological quality is an important part of a person's overall quality. How can it be divided?
2. What are the manifestations of a high psychological quality level?
3. What are the main aspects of the influence of wilderness survival training on the psychological quality of college students?



Experimental report form

name		major	
theme			
Teacher evaluation			



### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
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## Traditional lesson plan 1 - 3

### Lesson Plan 1

Lesson Plans No.1 Name: Psychological problems of college students' social adaptation Class Level: Senior student. Time: 1 hours.

#### 1. Learning Objectives (KPA)

1. Students can conclude the key points and core of college students' social adjustment psychology. (K)
2. Students can discussion about College Students' Psychological Problems of Social Adjustment in their group. (P)
3. Students accept value in adjusting themselves to society's psychological problems. (A)

#### 2. Content

Pre-reading tasks

The psychological problems of social adaptation gradually emerge with the graduation of college students, mainly from the foothold of the employment process, focusing on the psychological problems of social adaptation in the employment of college graduates, the social psychological adaptation and the employment problems of college students are closely linked together. At the same time, it's innovative to a certain extent. With the influence of college enrollment expansion and education reform, the popularization of higher education has gradually come into our view. With the change of the reform situation, the number of graduates is increasing, and the psychological pressure caused by it is also increasing gradually. The common word "the most difficult" gradually arouses the attention of the public. The employment problem is closely related not only to college students themselves, but also to the construction of the whole people's livelihood. At the same time, in the process of employment choice, if college graduates do not look at it well and face the psychological pressure of social adaptation caused by these employment problems with a positive attitude, it will easily lead to some psychological problems, which will produce a lot of social psychological maladaptation problems.

Questions after reading.

Q: What are the psychological problems associated with social adjustment that gradually emerge with the graduation of college students?

A: Psychological problems of social adjustment.

Q: With the influence of university enrollment expansion and education reform, what kind of education has gradually come into our vision?

A: Mass higher education

Q: What problem is closely related not only to college students themselves, but also to the construction of people's livelihood as a whole.

A: Employment

### **3. Learning Activity/ Learning Management Process**

#### **Introduction**

1. Teacher tells the learning objectives
2. Teacher tells about social psychological adaptation is a stage that every college graduate has to go through. In the process of this stage, it is an important symbol to test an excellent college student from "school man" to "social man" and "professional man".

#### **Teaching Steps**

1. Teacher gives a question as follows:
  - 1.1 Why should college students learn social adjustment?
  - 1.2 What do most college graduates choose to do after graduation?
2. Form a group. According to the topic of discussion, the teacher divides 30 people into 5 groups, with 6 people in each group. Each group forms a circle to discuss for 20 minutes.
3. Teachers' skills in hosting group discussions
4. Teachers review group responses and organize groups to evaluate each other
5. Students complete the discussion in groups and draw conclusions. The teacher reviews the answers in each group

#### **Summary Steps**

The teacher makes a summary and the students make a record and form a report after class

### **4. Materials & Resources**

- Test
- Teacher log
- Experimental report

## 5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/Tools	Measurement and Evaluation Criteria
1. Students can conclude the key points and core of college students' social adjustment psychology. (K)	Testing  making a record	Test 1  Report Form	Correctly  more than 60%
2. Students can discussion about College Students' Psychological Problems of Social Adjustment in their group. (P)	Observing that students could discuss in their group	-Teacher log	Students could discuss this in their group at least 70% of activities
3. Students accept value in adjusting themselves to society's psychological problems. (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group



Test 1

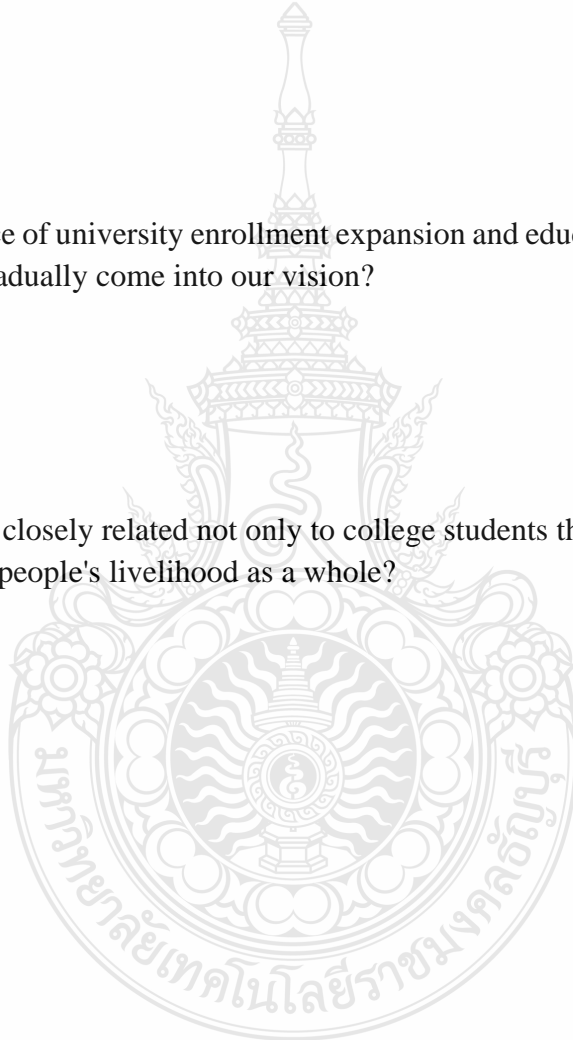
Name: \_\_\_\_\_ Number \_\_\_\_\_

**Please answer the questions with your opinion.**

1. What are the psychological problems associated with the social adjustment that gradually emerge with the graduation of college students?


2. With the influence of university enrollment expansion and education reform, what kind of education has gradually come into our vision?

3. What problem is closely related not only to college students themselves but also to the construction of people's livelihood as a whole?



## REPORT FORM

name		major	
theme			
Teacher evaluation			



The logo of Rajabhat Nakhon Phanom University is a circular emblem. At the top is a tall, ornate stupa. Below it is a shield-like shape with a flame-like pattern. The central part of the emblem features a smaller stupa with a Thai character '๙' (Sai) inside a circle, surrounded by wavy lines. The entire emblem is enclosed in a circular border with Thai text: 'มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี' (Rajabhat Nakhon Phanom University).

### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
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## Lesson Plan 2

Lesson Plans No.2 Name: Outdoor mental health education for college students. Class Level: Senior student. Time: 1 hours.

### 1. Learning Objectives (KPA)

1. Students can conclude the mental health knowledge. (K)
2. Students can do an activity with the group about interpersonal communication skills. (P)
3. Students accept the correct world outlook, outlook on life, and values. (A)

### 2. Content

The development of individual comprehensive quality

With the development of society, more and more attention has been paid to the development of individual comprehensive quality. Good team spirit and healthy and positive psychology have become the necessary contents of comprehensive quality, among which self-awareness plays a very important role in individual psychological development. Awareness of their strengths and weaknesses, it is helpful to carry forward the advantages, overcome the shortcomings, and achieve positive results of self-education. Thirdly, self-awareness is the way to reform their subjective factors, which enables people to constantly self-supervision, self-cultivation, and self-improvement. To this end, teachers will hold outdoor activities to enhance college students' self-awareness and team spirit.

Q: What are the necessary contents of an individual's comprehensive quality?

A: Good team spirit, healthy and positive psychology, etc.

Q: What helps develop the advantages, overcome the disadvantages, and achieve positive results of self-education?

A: Self-awareness

Q: What is the way to change one's subjective factors?

A: Self-awareness

### 3. Learning Activity/ Learning Management Process

#### Introduction to lessons Steps

1. Teachers instruct students in interpersonal communication, to jump out of the self-centered cycle, to others to enthusiasm, frank, modest, friendly; Be generous, flexible, do not haggle over every ounce in life; Can treat all kinds of unfair phenomenon correctly, can tolerate people, let people, can calm things, can treat people rationally.

### Teaching Steps

1. The teacher chose the football field of Sichuan University of Science and Engineering as the place for the activity
2. Then let the monitor do a good job of publicity
3. The teacher divided the students into two groups of 15. The teacher tells the first person in each group a word, and then the first student can't speak, and shows it to the second student with body movements, and the second student guesses the word according to the first student's movements, and then the teacher tells the second student a word, and the second student shows it to the third student, and the third student guesses the word, and so on. Until the last student guesses. The team with the least time wins.

### Summary Steps

1. Through outdoor games, students can have a deeper understanding of each other, establish a deeper friendship and have a deeper awareness of interpersonal communication through teamwork.
2. The teacher asked the students to write down their experiences after class.

### 4. Materials & Resources

- Game
- Test 2
- Experimental report
- Teacher Log

### 5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can conclude the mental health knowledge. (K)	Testing	Test 2	Correctly more than 60%
2. Students can do an activity with the group about interpersonal communication skills. (P)	Observing that students could discuss in their group	-Teacher log -Experimental report form	Students could discuss this in their group at least 70% of activities.
3. Students accept the correct world outlook, outlook on life, and values. (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group



Test2

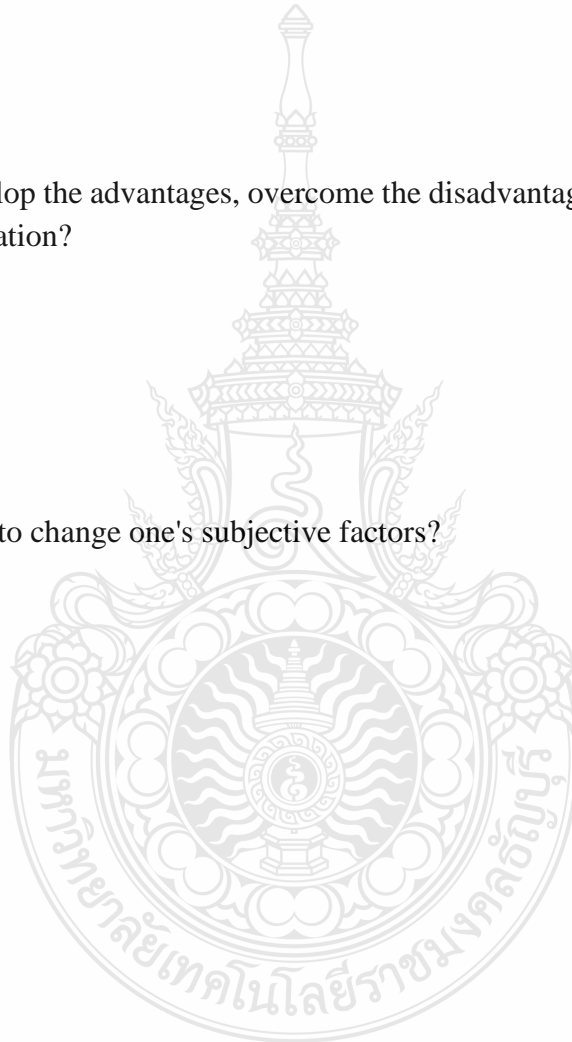
Name: \_\_\_\_\_ Number \_\_\_\_\_

**Please answer the questions with your opinion.**

1. What are the necessary contents of an individual's comprehensive quality?


2. What helps develop the advantages, overcome the disadvantages, and achieve positive results of self-education?

3. What is the way to change one's subjective factors?



Experimental report form

name		major	
theme			
Teacher evaluation			

The watermark is a circular emblem of Rajabhat Nakhon Phanom University. It features a central stupa (a traditional Thai Buddhist monument) surrounded by decorative elements. The Thai text 'มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี' (Mahavithayalai Thonburi Rajabhat University) is written around the perimeter of the emblem.

### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
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## Lesson Plan 3

Lesson Plans No.3 Name: The ability range of college students to comprehensively learn and communicate between indoor and outdoor

Class Level:Senior student

Time: 6 hours.

### 1. Learning Objectives (KPA)

1. Students can conclude the psychological quality essentials of wilderness survival. (K)
2. Students can do an activity with the group for survival in the wild. (P)
3. Students accept and relieve the psychological pressure. (A)

### 2. Content

1. Psychological quality
2. The influence of wilderness survival

### 3. Learning Activity/ Learning Management Process

#### Introduction to lessons Steps

1. Conditions required for survival in the wild, problems faced and preventive measures
  - 1.1 The teacher will explain the matters needing attention in the field
  - 1.2 Keep yourself adequately fed and watered
  - 1.3 Give yourself fire
  - 1.3 Familiarize yourself with your environment
  - 1.4 Build a place to rest
  - 1.5 Keep in touch with the outside world and let others know you're there
  - 1.6 Don't go to some dangerous places, such as rivers
2. Students prepare food, water, tinder, tent, compass, medical kit and other tools
3. Teachers evaluate the environment and equipment; Assess the physiological condition of the student

#### Teaching Steps

1. Theoretical lectures: The classroom tells the rules of outdoor survival as well as the influence and significance of psychological education
2. Group: The teacher divided 30 people into 5 groups with 6 people in each group. Each group prepared in vertical rows in an orderly manner.
3. Follow the teacher's instructions, take the food and equipment, take the bus to the foot of the destination "Futai Mountain", and start the wilderness survival journey
4. The mountain path is rugged and full of weeds. Everyone takes out trekking sticks and walks slowly in an orderly group over the mountainside. After arriving at the

destination, the students were asked to do their duties. One group collected firewood, another set up the stove and set up tools, another prepared food and cooked food, another got water, and another set up the tent.

5. After dinner, we sit together for game interaction, using the way of drumming flowers, when the teacher shouted stop, the flower passed to which one of the students, the students will perform a program, can be singing, dancing, skits, recitation and so on. After dinner, we sit together for game interaction, using the way of drumming flowers, when the teacher shouted stop, the flower passed to which student's hand, the student will perform a program, can be singing, dancing, skits, recitation and so on.

### Summary Steps

1. After the game, we discuss today's gains and shortcomings and summarize experience.

2. The teacher asked the students to write a report about how to relieve the psychological pressure through outdoor activities.

### 4. Materials & Resources

Activity survival in the wild

Test 3

Experimental report

Teacher Log

### 5. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/Tools	Measurement and Evaluation Criteria
1. Students can conclude the psychological quality essentials of wilderness survival. (K)	Testing	Test 3	Correctly more than 60%
2. Students can do an activity with the group for survival in the wild. (P)	Observing that students could survive in the wild and discuss in their group	-Teacher log -Experimental report form	Students could survive in the wild and discuss in their group at least 70% of activities.
3. Students accept and relieve the psychological pressure. (A)	Observing students' reflections on discussions in their group	-Teacher log	Students participated in discussions with their group

## Text

Psychological quality is an important part of a person's overall quality. It is divided into objective heredity and subjective nurture. Due to the different educational status and personal practice, each person's level of psychological quality is different. It is generally believed that good personality, strong psychological adaptability, positive attitude, excellent behavior and so on are the performance of high level of psychological quality. Objective innate heredity can not be changed, therefore, want to improve their psychological quality, the importance of acquired development can be imagined. If a person wants to improve their psychological quality, it is necessary to play their own subjective initiative, full of confidence, for their own affirmation is encountered difficulties and setbacks when the positive power, is the first step to overcome difficulties.

In the field survival training, college students need to keep thinking and give full play to their subjective mobility in order to overcome various difficulties, and their psychological quality has been improved in the process of constantly overcoming difficulties. The influence of wilderness survival training on the psychological quality of college students is mainly reflected in the following aspects:

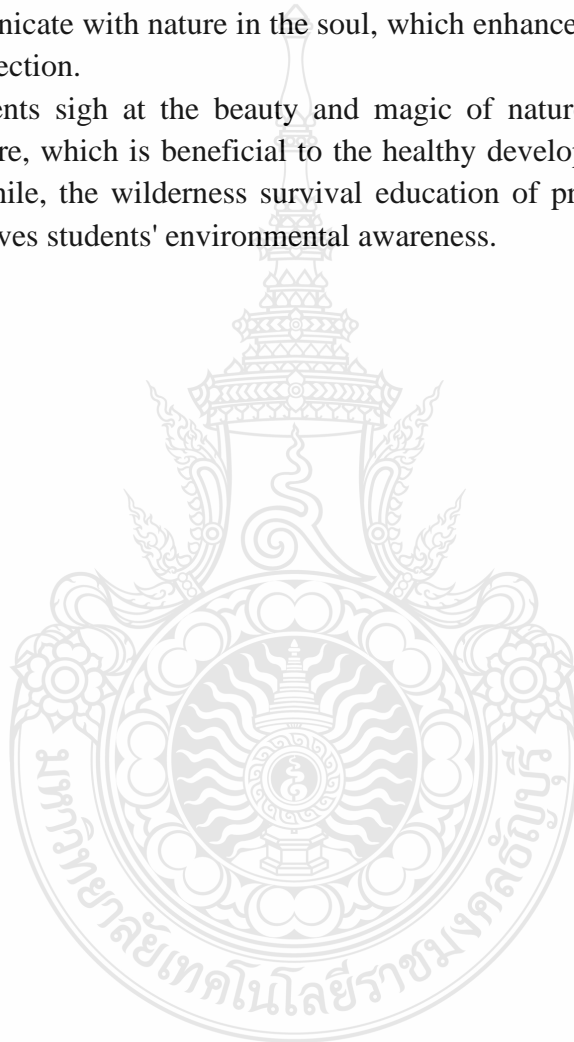
1. Hone individual will and stimulate positive emotions. In the field survival training, the difficulties encountered are not only unknown, but also have a certain degree of adventure. These difficulties can arouse the students' spirit of adventure and courage to challenge the enthusiasm of the difficulties, which has a certain test on the students' physical and psychological. Therefore, students need to adjust their mentality, calmly and decisively face the difficulties, overcome their inner fear and overcome difficulties.

2. Harmonious interpersonal relations, learn solidarity and cooperation. In training, the collective power is not to be underestimated. Nowadays, the majority of college students have only children, and as a result of being coddled from childhood, these college students have poor independence and teamwork ability. In the field survival training, the students work together to face difficulties and find solutions. They have the friendship of sharing weal and woe and feel the warmth of friendship. Through the life in the field survival training, the students have gained trust, care for each other, and their sense of solidarity and cooperation has been enhanced in the training.

3. Enhance independence and cultivate sentiment. Before this activity is carried out, schools should carry out theoretical education, so that students can theoretically understand the specific actions of wild survival activities. In the course of action, students have to make their own fire to cook, build a tent, use a compass, learn to save themselves in the wild, etc. These dimensions enhance students' independence. Living together, the fun of getting close to nature and the unknown of exploration can cultivate students' sentiments.

4. Surpass and create in practice. Outdoor practice is a good opportunity for students to express themselves, and recognition can greatly improve personal confidence. Students can understand their own advantages in the field survival, realize their personal value in practice, make contributions to the collective and classmates, carry forward the spirit of innovation, flexibly use the knowledge learned, give play to their hands-on ability, surmount themselves in overcoming difficulties, and meet a better self. 5. Strengthen environmental awareness and embrace beautiful nature. In the training, there is fresh air, blue sky, clear spring water, etc., students can get close to nature, embrace nature, and communicate with nature in the soul, which enhances students' awareness of environmental protection.

When students sigh at the beauty and magic of nature, they learn to live in harmony with nature, which is beneficial to the healthy development of students' body and mind. Meanwhile, the wilderness survival education of protecting nature and not littering also improves students' environmental awareness.



Test3

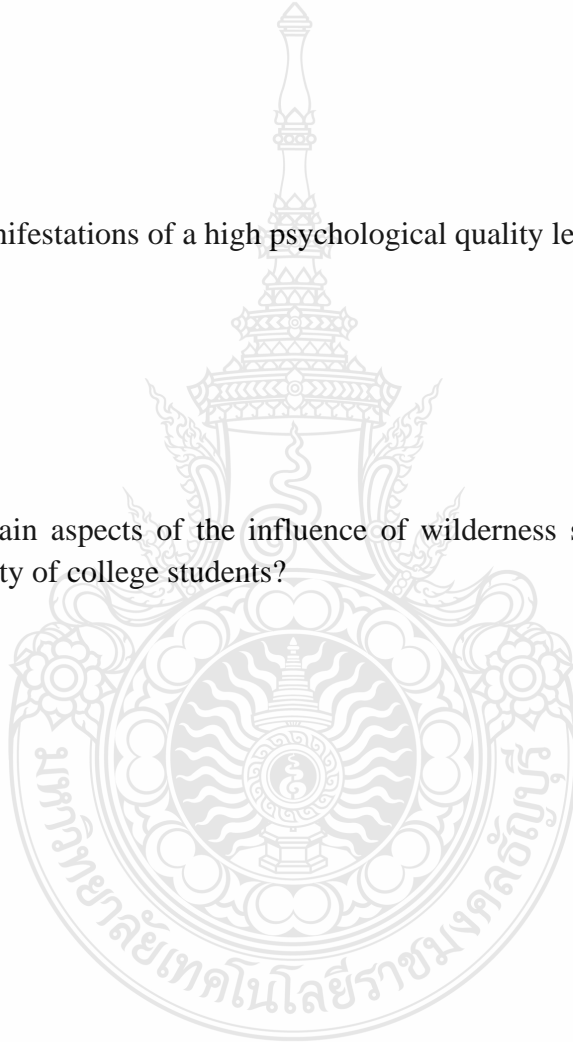
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**Please answer the questions with your opinion.**

1. Psychological quality is an important part of a person's overall quality. How can it be divided?

2. What are the manifestations of a high psychological quality level?


3. What are the main aspects of the influence of wilderness survival training on the psychological quality of college students?





Experimental report form

name		major	
theme			
Teacher evaluation			

The image shows a large, faint watermark of the Rajabhat Nakhon Phanom University logo. The logo is circular and features a central stupa (a traditional Thai religious structure) surrounded by decorative elements. The Thai text around the logo reads "มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี" (Rajabhat Nakhon Phanom University).

### Teacher log for Senior students of the college

Activity Details: \_\_\_\_\_ Date: \_\_\_\_\_

Student's no./name	Comments	
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**APPENDIX C**

**Learning Achievement Test**

## Learning Achievement In English Online Courses

### Pre-test and Post-test

#### Part I: multiple choice question

Read the following sentences and choose the best option from a, b, c, and d, and choose the correct answer and write the symbol on the answer sheet.

1. Generally speaking, psychological phenomena can be divided into
  - a. Know affection and personality
  - b. Needs, motivations and personalities
  - c. Mental processes, abilities and personalities
  - d. Mental processes and individual psychology
2. The process of social cognition can be divided into three consecutive stages, including
  - a. Social perception, rational abstraction, attribution
  - b. Social perception, impression formation, attribution
  - c. Perceptual cognition, rational abstraction, comprehensive induction
  - d. Perceptual cognition, impression formation, comprehensive induction
3. Self-awareness is a person's gradual formation and development in socialization. It begins in infancy, sprouts in childhood, forms in adolescence, develops in adolescence, and improves in adulthood. The contents of self-awareness include
  - a. Id, ego, superego
  - b. Subjective self, objective self, ideal self
  - c. Physical self, psychological self, and social self
  - d. Self-cognition, self-experience, and self-regulation
4. There are four basic types of human emotions. Which of the following is true?
  - a. Joy, anger, sorrow, joy
  - b. joy, anger, sorrow, fear
  - c. Sour, sweet, bitter and spicy
  - d. Likes, dislikes, loves and hates
5. The interactive process of information communication, thought exchange and emotional expression between people through verbal or non-verbal symbol system refers to
  - a. Interpersonal communication
  - b. Interpersonal interaction
  - c. Interpersonal communication
  - d. Interpersonal relationship

6. The development of the interpersonal relationship is a complicated process of change. With the frequency and depth of communication, the psychological field of both parties gradually expands, psychological attachment and integration occur, and interpersonal relationship enters the stage.

- a. superficial contact
- b. friendship building
- c. intimate relationship
- d. romantic relationship

7. When psychological crisis occurs, individuals often feel powerless and out of control, so they are often abnormal or even extreme in coping behavior. Psychological crisis intervention must establish basic principles

- a. Theory with practice
- b. Values of life above all else
- c. Early and effective engagement
- d. Principles of professional intervention

8. college student's psychological crisis is more diverse. Where rare or extraordinary events occur, and individuals cannot predict and control the occurrence of crisis, belongs to Crisis

- a. Circumstance
- b. Pathology
- c. Development
- d. Existence

9. A crisis is an internal conflict and anxiety associated with important life issues such as independence, freedom, and commitment.

- a. developmental
- b. pathological
- c. circumstantial
- d. existential

10. deep understanding of self is an important way and method to cultivate good self-awareness. There are many ways to learn more about yourself. Among them, "summarize experience, accumulate methods and improve ability in success; Learn from failure, change your strategy, and exercise yourself" is method

- a. comparative method
- b. empirical method
- c. introspection method
- d. reference method

11. Positive Effects of Setbacks on College students

- a. Enhance the tolerance of college students.
- b. Reduce the learning efficiency of college students
- c. Reduce college students' thinking ability and life ability
- d. Encourage college students to change their personality and behavior deviation

12. Negative Effects of Dormitory Interpersonal Relationship on Physical and mental health

- a. Count the pennies
- b. Cause mental disorders and mental illness.
- c. Influence students' personality development
- d. Influence the development of individual socialization of students

13. How to build a harmonious interpersonal relationship

- a. Change the target, instead
- b. Stick to your goal and keep trying
- c. Lower your goals and change your behavior
- d. Find support from classmates, friends, and parents.

14. If both parties make concessions in A conflict, this form of accommodation is called

- a. Tolerance
- b. Mediation
- c. Reconciliation
- d. Compromise

15. When you see an actor's image in a picture magazine, you feel familiar with him and you can be sure that he has played a certain role.

- a. Remember
- b. keep
- c. Recognition.
- d. recall

16. Xiao Ming lost sleep because of an important exam the next morning. This is a sleep disorder caused by what?

- a. Life stress.
- b. Wrong perception
- c. Poor sleep habits
- d. Internal conflict

17. College students' interpersonal communication problems have multiple forms of expression. If it is discussed from the four dimensions of cognition, emotion, attitude and behavior, the problems in interpersonal cognition are as follows:

- a. Not right
- b. Irrationality
- c. to weaken
- d. Lack of initiative

18. College students' interpersonal communication problems have multiple forms of expression. If discussed from the four dimensions of cognition, emotion, attitude and behavior, the problems of interpersonal emotion are as follows:

- a. Not right
- b. Irrationality
- c. to weaken
- d. Lack of initiative

19. Main Causes of Dormitory Conflicts (more than one choice)
- a. Make noise
  - b. Speech hegemony
  - c. Disturbed rest
  - d. Too much intimacy
20. Factors causing Emotional problems of college Students (more than one choice)
- a. Family factors
  - b. Positive self-talk
  - c. Social environment
  - d. The contrast between high expectations and reality

**Part II. Consider the questions and answer true or false**

Read the following questions and choose the correct answer if the sentence is true chose A, or if the sentence is false chose B on the answer sheet.

1. Everyone's psychological development has to go through the sequence of infancy, childhood, adolescence, adulthood, and old age. Different stages of development have different developmental tasks and psychological characteristics, so different individual psychological development age stages are the same. (×)
2. According to the definition of mental health at the Third International Congress on Mental Health in 1946, we can clearly know that mental health emphasizes not only the "absence of disease", but also the physical potential of individuals. (√)
3. Mental ill-health and mental health are not clear-cut opposites, but a continuous state. (√)
4. temperament and character are good or bad. (×)
5. Fantasy often makes people fantasize, so students should avoid fantasy. (×)
6. the object of psychological counseling refers to those who have a certain psychosomatic disease, as well as a variety of psychosocial factors that troubled normal people, or disabled people. (×)
7. Complementation means that both parties in an interpersonal relationship can complement each other in terms of needs. (√)
8. College students' mental health education should focus on prevention. (×)
9. The emotional characteristics of character refer to the personality characteristics of people in terms of the way and level of conscious adjustment of their behaviors. (×)
10. emotional coordination is the most basic psychological condition of normal life. (√)

## Biography

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