

Dichotomous Classroom Construction in Educational Psychology Teaching

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ABSTRACT. Self-division classroom is proposed as a new teaching mode that helps to break through the limitations of traditional classroom teaching. It is widely used in teaching. This article takes the teaching of educational psychology as an example, on the basis of summarizing the halved classroom, analyzes the current status of educational psychology, and in-depth discusses the specific implementation methods of the halved classroom, which are applied to college students' educational psychology courses to comprehensively improve students' learning initiative. , And stimulate the improvement of students' creative thinking ability.

KEYWORDS: Educational psychology, Bisective classroom, Teaching method

1. Overview of halved classroom

In 2014, Professor Zhang Xuexin of Fudan University proposed a new teaching mode of "halving the classroom", which divided teaching into three parts: teaching, presentation, discussion, and discussion. "Bisection Class (PAD Class)". Dichotomous classroom originates from cognitive psychology, and has a very good theoretical guiding role in the teaching of mental health education courses. Dichotomous classrooms draw on the advantages of traditional classrooms and discussion classrooms [1]. The core idea of dichotomous classrooms is to allocate half of the classroom time to teachers to teach the knowledge framework, and the other half of the classroom time to students to discuss and communicate, forming a benign interactive learning. The innovation point of the split classroom is to stagger the teaching and discussion, so that students have a certain amount of time to arrange learning independently and carry out personalized internalization and absorption. The core feature of the bisect class is "cross-discussion discussions". There is enough time to process the information of emotional materials into rational materials, exercise students' learning and migration skills during discussions and exchanges, help students internalize into their own strength, and cultivate excellent qualities.

2. The Status Quo of Traditional Teaching of Educational Psychology

From the 1980s to the present, China's mental health education has only a history of more than 30 years. Although mental health education has attracted the attention of people from all walks of life and has also developed rapidly, there are still many problems in the implementation of specific teaching, such as (1) The teaching content of traditional college students' mental health education has not been standardized[2], systematic and clear. It mainly focuses on a few students with problems, mainly corrects and treats psychological problems, and pays little attention to tapping students' high-quality potential and cultivating positive personality qualities. It is difficult to meet the needs of the majority of students in pursuit of development and happiness; (2) In teaching methods of traditional college students' mental health, most of them use the teaching method, pay attention to the transfer of theoretical knowledge, and use the demonstration method, group discussion method, game activity method, case analysis Assisted teaching methods such as methods and psychological tests, these methods have promoted students' initiative, enthusiasm and participation to a certain extent, but as college students, they need deeper learning and guidance, so this teaching method is often in the form of students. To live for activities, to discuss for discussions, too Superficial and superficial; (3) In the teaching process of traditional college students' mental health education, teachers dominate, do not give full play to the subjectivity of students, teaching activities are formal, it is difficult to deeply infect students, and students have low participation and cooperation in class In passive participation in teaching activities and discussions, it is difficult to concentrate and it is easy to be attracted by mobile phones; (4) Traditional college students' mental health education is not perfect in the evaluation of teaching in formative evaluation systems, often to eliminate psychological problems and reduce Psychological obstacles are the evaluation criteria, and the evaluation system for the cultivation of positive psychological qualities is ignored.

3. The Implementation of Bisective Classroom in Educational Psychology Teaching

3.1 Curriculum Design Applied to Educational Psychology

According to the design of the divided classroom, the course is divided into two stages. The first week is the first stage. The teacher first teaches students the concepts of educational psychology, basic procedures, application examples, advantages and disadvantages, etc. The students listen carefully in class. After class [3], learn independently, and find out an educational psychology paper about questionnaires to analyze and digest, and write down your own experience. At the same time, the six students in the first course discussed in a group. The theme was to review the content of the last lesson and their understanding of the questionnaire method, and to analyze and analyze the case literature of the questionnaire method that they were looking for, and put forward their views. And problems, and then exchange and explore new problems that they have found, and summarize the learning results and find solutions to problems. In the second course, the teacher teaches the next section "Interview Method" [4]. The second week is divided into two courses. Teachers will tell the main content of the chapters in the classroom. After the lectures, they will arrange pre-reading tasks. During this period, students should collect information by themselves according to their receptive ability and knowledge level of educational psychology. The content of the text is extended. At the same time, the homework is completed on the basis of your own understanding. The homework is arranged around the three parts of "lighting, examination, and help", summing up what you have learned today, and also improving the quality of the homework and optimizing it. Start with homework. The layout should be divided into different levels, with emphasis on basics, less, precise, and lively; the review should be based on mutual evaluation of eugenics, cross-evaluation of eugenics and intermediate students, and homework teachers of students with learning difficulties to provide personal help.

3.2 Application in Educational Psychology Class

3.2.1 Lectures

In this link, the teacher is the leader of the classroom, the imparter of knowledge, the student is the builder of knowledge, and the insight of emotional values. For example, the first lesson of the two classes, the first lesson of the two classes to explain to students the teaching model and teaching philosophy of divided classes. In the second class [5], according to the needs and status of the students, choose topics, and explain the knowledge framework according to the content of the topics to help students build psychological knowledge and lay a solid foundation for students to use psychological knowledge flexibly. The participation and time of students' cooperative inquiry learning should be taken as important assessment indicators to allow students to participate in the formation process of educational psychology knowledge, so as to overcome the "flower rack" method of past students' cooperative inquiry learning in just a few minutes, so as to make the classroom The subject status is really returned to the students, which fully reflects the leading role of the teacher. The teacher grasps a little and digs deep to form the teaching characteristics of the divided classroom.

3.2.2 Internal Absorption Process

In this link, teachers act as supervisors and evaluators, focusing on the learning attitude and initiative of students, and students are the builders and thinkers of knowledge. The internalization and absorption link allows students to have free time to arrange learning independently and carry out personalized internalization knowledge. This innovation is in line with Piaget's pattern of assimilation, assimilation, adaptation, and balanced cognitive development, helping students to better construct. Knowledge to coordinate physical and mental development. Students can use information technology to check materials and enrich their knowledge structure based on their own life experiences and experiences, or receive learning resources through the "separation and exchange" platform, process the emotional materials into rational materials through the brain, deepen the understanding of the theme, and deepen Emotion and will, exercise the construction mode of thinking, and add energy for the cultivation of positive qualities. The process of internalization and absorption in the process of studying with tasks and expectations, preparing students for discussion and sharing, not only fully mobilizes initiative, enthusiasm and creativity, but also enriches the knowledge and spiritual world, thereby becoming stronger and more confident. Have more positive energy to cope with life difficulties and obstacles and promote mental health.

3.2.3 Discussion Session

In the discussion activities, teachers act as organizers and guides, and students are the main body of

communication and classroom leaders. The “segment discussion” of the divided classroom extended the time to the first lesson of the second week. After internalization and thoughtful thinking, the students gave clear and clear thinking, and improved the quality and efficiency of learning, while also enhancing It strengthened students' self-confidence, stimulated their interest and motivation, exercised their ability of expression [6], thinking and generalization, and strengthened mutual learning and role model among peers. The discussion-type classroom promotes student development through the charm of language, the transfer of knowledge, the collision of thought sparks, and fully reflects the “student-centered” teaching philosophy. The equal and harmonious interaction between teachers and students and students will help students' cognitive development and the formation of excellent qualities. The original intention of the split classroom teaching method is to conduct classroom discussions based on the internalization and absorption of students outside the classroom, and share the results of discussions, so that students have a more comprehensive understanding of the text knowledge. In this case, teachers must give full play to the positive role of the split classroom teaching model in teaching psychology in college education, and fully control time in the discussion and display of learning results. At the same time, it can also improve the efficiency of group discussion Ways to save time and promote student interaction.

4. Conclusion

In short, because the knowledge of educational psychology is generally boring and tasteless, students are not interested in learning. Through the practical application of the “half-class” teaching mode, students' active learning will be significantly improved. At the same time, teachers will transform boring psychological knowledge Adult students are familiar with and interested in life situations, so that students can learn knowledge in interesting situations, and can feel the fun brought by educational psychology, so they are willing to take psychology courses, and willing to learn psychology courses.

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