Research on the Construction of Teaching Evaluation Index System for Mental Health Education Courses in Colleges and Universities

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Abstract. From the aspects of teaching design, teaching organization, teaching effectiveness, teaching management, teaching results, etc., through the Delphi method and analytic hierarchy process, determine the weight of indicators, and build a scientific, complete, and standardized evaluation index system for college mental health education curriculum teaching, so as to provide a basis for improving the quality of college students' mental health education curriculum teaching and improve the effectiveness of college students' mental health education curriculum teaching, Promote the significant development and progress of mental health education for college students.

Keywords: universities · Mental health education courses · Teaching evaluation

1 Introduction

Psychological health education for college students is an important component of ideological and political education in colleges and universities, and is an effective way for colleges and universities to implement the fundamental task of establishing morality and cultivating people. The course of psychological health education for college students plays an important role in improving their psychological quality and promoting the harmonious development of their physical and mental health. In 2018, the Party Leadership Group of the Ministry of Education of the Communist Party of China stated in the Guiding Outline of Mental Health Education for College Students, "Improve the course system of mental health education, develop and construct online courses of mental health education, enrich educational and teaching forms, innovate teaching methods of mental health education, effectively improve teaching methods, stimulate college students' interest in learning, improve classroom teaching effects, and continuously improve teaching quality through various forms, such as online and offline." [1]. The Guidelines for Mental Health Education for College Students states that at the organizational and implementation level, education departments at all levels and universities should "study and develop an evaluation and supervision index system for college students' mental health education work." The teaching evaluation system for college students' mental health education courses is an integral part of the overall evaluation and supervision system for

mental health education work. However, up to now, there is still no scientific, complete, and standardized evaluation index system for the curriculum, which seriously affects the further improvement of the teaching quality of the curriculum. Therefore, establishing a scientific, complete, and standardized teaching evaluation index system plays a crucial role in the construction, development, and quality improvement of courses.

Therefore, based on a scientific review of the current situation of mental health education courses at home and abroad and related research on teaching evaluation, this study constructs a scientific teaching evaluation index system for college mental health education courses through analytic hierarchy process (AHP) in accordance with the basic principles followed by the evaluation standards for college mental health education courses, providing reference for the evaluation of college mental health education courses in the new era, To provide basis for improving the teaching quality of college students' mental health education courses.

2 Construction of Teaching Evaluation Index System for Mental Health Education Courses in Colleges and Universities

2.1 The Overall Framework of Teaching Evaluation Indicators for Mental Health Education Courses in Colleges and Universities

By constructing a teaching evaluation index system for mental health education in colleges and universities, it is actually an investigation of various aspects of the current teaching of mental health education courses in colleges and universities, thereby promoting the improvement of the teaching level of mental health education courses. Therefore, curriculum teaching evaluation includes not only teaching design and teaching organization, but also multidimensional and multi-level system systems such as teaching management, teaching effectiveness, and teaching research [2]. Therefore, this study initially constructs the indicator system for teaching evaluation of college mental health education courses into a multidimensional structure that includes six subsystems: teaching design, teaching organization, teaching effectiveness, teaching management, teaching research, and teaching characteristics, making the teaching evaluation of college mental health education courses measurable in the future [3].

2.2 Determination of Teaching Evaluation Index Content for Mental Health Education Courses in Colleges and Universities

In order to ensure the comprehensive and scientific teaching evaluation indicators, first of all, an expert consultation questionnaire was prepared to explore issues related to teaching evaluation of college mental health education courses, and preliminary indicators for teaching evaluation of college mental health education courses were listed. Then, through purposive sampling, 15 experts in Liaoning Province were selected as the consultation objects, and through three rounds of expert consultation, the indicator system for teaching evaluation of college mental health education courses was finally determined. Experts are aged between 25–50 years old and have worked for 5–20 years.

There are 8 full-time teachers of mental health education for college students, 4 academic management teachers, 3 psychological tutors, and 9 people with a doctor's degree or above.

The first round is to analyze and revise the "teaching evaluation index of college mental health education curriculum" initially proposed by the researchers through expert focus discussions; The second round is a formal expert consultation, in which a consultation questionnaire is distributed to experts through a questionnaire star, and then descriptive analysis of the data is conducted using SPSS23.0; The data collection procedure for the third round of expert consultation is the same as that for the previous round. After collecting and statistically analyzing the questionnaire, and reaching a consensus based on the convergence degree of expert opinions, the expert consultation work is stopped. Finally, conduct in-depth communication and discussion on various dimensions of teaching evaluation indicators and some questions to seek maximum consensus. Delphi expert consultation uses the Likert 5-point scale to check the reasonableness level, from "very unimportant" to "very important", with a score of 1–5 in order. Finally, according to expert opinions, the indicator content is added or deleted, and an indicator system for teaching evaluation of college mental health education courses is initially constructed.

2.3 Weights of Teaching Evaluation Index System for Mental Health Education Courses in Colleges and Universities

By using the Analytic Hierarchy Process (AHP) to make decisions on mental health education courses in a way of decomposition, comparative judgment, and comprehensive thinking, the impact of various factors on teaching evaluation results is not separated, but also the direct or indirect impact of each layer of weight setting on teaching evaluation can be clearly quantified, and the evaluation results among various indicator levels and elements of mental health education courses can be grasped, Provide data reference for optimizing curriculum teaching evaluation indicators.

The judgment matrix is a representation of the relative importance of each element in each layer, expressed numerically, and written as a matrix. The magnitude of the relative importance of each indicator is expressed using the 1–9 scale method for degree evaluation. The meaning of the 1–9 scale is: 1 equally important, 3 slightly important, 5 obviously important, 7 strongly important, 9 extremely important, and 2, 4, 6, and 8 are the intermediate values of the above adjacent judgments.

This study investigated a total of 482 mental health education teachers and some students from four universities in Liaoning Province in the form of a questionnaire. Based on the questionnaire results that evaluated the importance of indicators, the scoring situation was summarized, and their scores were weighted average. Then, each indicator was compared in pairs based on the weighted average of the indicators, and the significance of the scale assignment of the matrix was judged based on the importance of each indicator and the analytic hierarchy process, Construct a judgment matrix for each level of the teaching evaluation system of college mental health education courses, and calculate the weight values of the teaching evaluation indicators of college mental health education courses. See Table 1 for details.

Table 1. Weights of Teaching Evaluation Index System for College Mental Health Education Courses

Target layer	Criterion layer A	weight (%)	Subcriteria layer B	Weight (%)	Indicator layer C	weight (%)
Teaching Evaluation of Mental Health Education Courses in Colleges and Universities A	Instructional design A1	31	Theoretical Teaching Design B1	69	Teacher's class C1	75
					Selection of teaching materials C2	10
					Teaching environment C3	15
			Practical Teaching Design B2	31	Practical objectives C4	45
					Practice Base C5	40
					Practical Hours C6	15
	Teaching organization A2	12	Theory Teaching Organization B3	68	Content of courses C7	60
					Teaching method C8	28
					Teaching devices C9	12
			Practical Teaching Organization B4	32	Staffing C10	20
					Safeguards C11	44
					Practical content C12	36

(continued)

From the indicator weight results, it can be found that teaching effectiveness accounts for the highest weight, reaching 37%. Teaching effectiveness is an effective means of testing teaching quality. Evaluating teaching effectiveness is an important means to achieve teaching objectives and improve teaching effectiveness of mental health education courses. Among them, theoretical teaching effectiveness mainly focuses on the evaluation of classroom teaching, with specific teaching objectives for courses and each chapter. Therefore, the evaluation should be checked one by one according to the teaching objectives of the syllabus, so as to serve as an observation point for measuring teaching effectiveness. The focus of theoretical teaching effectiveness evaluation is to examine the learning quality such as students' course exam scores, their normal mental health status, and their evaluation of the course [4]. Due to the particularity of mental health education

Table 1. (*continued*)

Target layer	Criterion layer A	weight (%)	Subcriteria layer B	Weight (%)	Indicator layer C	weight (%)
	Teaching effectiveness A3	37	Theoretical teaching effect B5	50	Achievement of teaching objectives C13	25
					Learning Quality and Evaluation C14	56
					Promotion demonstration C15	19
			Practical teaching effect B6	50	Assessment criteria C16	20
					Student feedback C17	80
	Teaching management A4	6	Institutional construction B7	22	Post system C18	10
					Lesson preparation system C19	23
					Attendance system C20	34
					Teaching and research exchange system C21	29
					Monitoring and management system C22	4
			Reward and punishment mechanism B8	25	Reward mechanism C23	88
					Penalty mechanism C24	12

courses, their teaching effects have a certain delay. Conditional schools can conduct psychological tracking research on students in stages, which can more scientifically

Table 1. (*continued*)

Target layer	Criterion layer A	weight (%)	Subcriteria layer B	Weight (%)	Indicator layer C	weight (%)
			System implementation B9	53	Effectiveness C25	57
					Timeliness C26	43
	Teaching Research A5	4	reform in education B10	65	Curriculum construction C27	43
					team building C28	36
					Conformity of teaching and research C29	21
			Teaching and research achievements B11	35	Teaching Reform Thesis C30	41
					Educational reform project C31	37
					Teaching Achievement Award C32	22
	Teaching innovation A6	10	Teaching Features B12	50		
			Teaching innovation B13	50		

evaluate the theoretical teaching effects of mental health education courses in universities. Students' feedback on practical teaching is an important observation point for evaluating the effectiveness of practical teaching. Through practical teaching, students achieve the unity of theory and practice, and solve psychological puzzles encountered in life, learning, and development.

Secondly, the weight of teaching design accounts for 31%, indicating that the teaching design of mental health education courses in colleges and universities is a bridge between theoretical teaching and practical teaching, an important prerequisite for enhancing teaching effectiveness, and also a "primary link" to improve the quality of course teaching, The evaluation of "instructional design" as a teaching evaluation index for mental and psychological health education courses in colleges and universities is particularly important. It is necessary to respect the teaching rules, and systematically reflect on teachers' classes, textbook selection, teaching environment, practice bases, practice

objectives, and practice class hours, so as to improve the pertinence, effectiveness, and infectivity of teaching.

The third is teaching organization and teaching innovation, with a weight ratio of 12% and 10% respectively. Teaching organization is a strong guarantee for improving the teaching quality of college mental health education courses, and it is an important link and guarantee for achieving teaching objectives. The teaching content of mental health education courses in colleges and universities should be further optimized and reconstructed to stimulate students' interest and initiative in learning, and improve the high-level, innovative, and challenging nature of the courses. Teaching methods and means need to be constantly innovated and reformed, integrating closed-loop teaching models and modern information technology, stimulating endogenous motivation throughout the entire process, and achieving the organic unity of knowledge, intention, and action [5]. Practical teaching organizations should select practical content and ensure staffing and implementation conditions. The teaching characteristics of mental health education courses in colleges and universities are an important content for improving the teaching level of mental health education courses, and also an indicator for promoting reform and construction through evaluation. The evaluation of teaching characteristics focuses on the optimization and development of the teaching environment, while the evaluation of teaching innovation focuses on the development of its own characteristics.

Finally, there are teaching management and teaching research, with weights of 6% and 4%, respectively. Whether the system is perfect or not is an important observation point for the evaluation index of curriculum teaching management, and it is a guarantee for the stable teaching order and continuous improvement of teaching quality of mental health education courses in universities. The key point of system construction evaluation is whether it can promote the teaching of mental health education courses in colleges and universities, and whether there is a complete system for classes, preparation, suspension, teaching and research exchanges, and monitoring, so as to achieve the unity of schools, colleges, and courses. Through institutional constraints and clarity, improve the teaching skills of teachers of mental health education courses in colleges and universities, and enhance the level of education and teaching experience and ability. The evaluation of system implementation mainly focuses on the collaboration between various departments and the effectiveness and timeliness of system implementation. The evaluation index of reward and punishment mechanism mainly measures whether the implementation of reward and punishment mechanisms can enhance the enthusiasm and initiative of mental health education teachers in teaching, thereby comprehensively improving teaching quality. Teaching research is an important aspect of promoting the long-term development and quality improvement of courses. For example, whether the construction of teaching teams meets the needs of curriculum construction and actual teaching, and whether it can effectively promote the reform and research of teaching content and methods; Whether the relationship between teachers' teaching and scientific research can develop consistently and promote the improvement of teaching quality. In terms of curriculum construction, how about the teaching scale of mental health education courses in colleges and universities, and whether they can continuously conceptualize teaching methods and means. The evaluation of teaching achievements mainly depends

on the quantity and quality of teaching reform papers, teaching research projects, and teaching achievements.

3   Conclusions

The course of college students' mental health education is the main channel for publicizing mental health education knowledge, as well as the main way to prevent and intervene in college students' mental health problems. By studying and forming a scientific, reasonable and standardized evaluation index system for the teaching of college students' mental health education courses, it not only promotes the physical and mental health development of college students, improves the quality of course teaching, but also makes an objective, comprehensive and impartial evaluation of the teaching effectiveness of teachers.

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