

Impact of interactive teaching models in tourism management degree on measures of student depression

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Background. The prevalence and impact of depression among college students have become an important issue requiring innovative interventions. To address this challenge, this paper proposes an interactive teaching model for tourism management degrees as a strategy to alleviate depression among students. This interactive teaching model provides an active, engaging and meaningful learning experience. This model aims to help students reduce symptoms of depression through the design and implementation of the Tourism Management degree programmer.

Subjects and Methods. The non-randomized controlled study involved students enrolled in Tourism Management courses, selected based on the criteria of demonstrated depressive symptoms. Depression levels were measured using the Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM). The acquired data were analyzed using the SPSS 23.0 statistical package.

Results. Students exposed to the interactive teaching mode showed a significant decrease in SASRQ and 3D-CAM scores, and there was a significant difference in score changes compared to students who received the traditional teaching mode ($P < 0.05$). It is worth noting that the interactive teaching group has a higher level of classroom participation and subjective well-being.

Conclusions. The use of interactive teaching models in Tourism Management courses demonstrates promising effectiveness in alleviating student depression. This innovative approach could be vital for mental health promotion in universities, potentially transforming educational pedagogy.

impacts of computer network security education from a psychological perspective. By understanding young people's cognitive, psychological factors and learning preferences, we can provide them with more effective and targeted network security education to help them establish good network security habits.

Subjects and Methods. Participants were university students identified with schizophrenia symptoms. Utilizing the Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM), symptoms were evaluated before and after the introduction of computer network security education. Results were analyzed using the SPSS23.0 software package.

Results. Post-intervention, a notable decrease in SASRQ and 3D-CAM scores was observed, implying decreased schizophrenia symptoms. In addition, improved cognitive function and group participation were documented among students engaged with computer network security education. These observations suggest that through this intervention and computer network security education, we can effectively improve symptoms in students with schizophrenia and enhance students' cognitive abilities and group engagement.

Conclusions. The integration of computer network security education into the university curriculum posed substantive positive effects on students with schizophrenia. This highlights the potential of such targeted curricular interventions in contributing to mental health wellness among university students.

The optimization of human resource management system on alleviation of teachers' psychological stress in higher education institutions

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Positive impacts of computer network security education on schizophrenia in college students: a psychological perspective

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Background. Schizophrenia is a concern among young people, including college students. This paper puts forward the positive

Background. With the development of modern education, the psychological stress of young teachers in colleges and universities has been highly emphasized.

Subjects and Methods. The research will start from three aspects: performance management system, human resource planning, and teacher career management in the human resource management system of universities. In response to the psychological pressure of teachers, five universities will be selected to analyze and study the current situation of human resource management in universities through a combination of survey questionnaires and interviews. The existing problems and reasons will be analyzed. Based on the analysis results, effective optimization plans will be proposed for the human resource management system in universities.

Results. The results indicate that the main reasons for the psychological pressure of university teachers are the adherence to regulations in the human resource management system, the lack of quantitative accumulation of human resource data, and the neglect of teacher career management. Based on the analysis

results, the study designed optimization plans from the aspects of human resource strategic planning system, salary and welfare management system, and teacher career management system. At the same time, the study also established relevant implementation guarantee measures based on the optimization plan to ensure the feasibility of the optimization plan for the human resource management system.

Conclusions. The study analyzes the relationship between human resource management system and teachers' psychological pressure in colleges and universities, puts forward the optimization plan of the management system from three levels, and ensures the effective implementation of the optimization plan through the actual work, which is of certain practical reference significance.

English classroom immersion learning on language barriers in autistic students

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Background. Language is an important tool for human thinking and communication, and language disorder is one of the core symptoms of autism. This paper aims to examine the effects of English full immersion use in an English classroom learning environment on facilitating language acquisition performance and language disorders in autistic students. In addition, the paper also seeks to analyze the potential impact of immersive learning on their language ability and communication skills.

Subjects and Methods. 60 autistic students from a school in Chengdu were randomly selected, and 30 were randomly assigned to the experimental group and the control group. The experimental group used English classroom immersive learning, while the control group adopted the traditional bilingual teaching mode. The whole experiment lasted for 32 weeks, and the spontaneous language frequency and semantic accuracy of autistic students were recorded in both groups.

Results. According to the pre-post recording, the spontaneous language frequency and semantic accuracy rate of the students in the experimental group were significantly different from the comparison before the experiment ($P < 0.05$), and there was no significant difference between the results in the control group ($P > 0.05$).

Conclusions. The spontaneous language frequency and semantic accuracy of autistic students with English classroom immersive learning improved significantly one week after the beginning of the experiment, and were significantly higher than that of traditional bilingual teaching in the first week. Explain that immersive learning in English class has a potential positive impact on language barriers in autistic students. The findings of this study promise to improve educational and therapeutic approaches to promote language development of students with autism.

Intervention study of visual communication design based on emotional interaction for emotional understanding in autism

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Background. Emotional understanding deficit is one of the core symptoms in people with autism. In intervention studies of emotional understanding in people with autism, the visual communication design of emotional interactions can enable autistic people to better experience and understand the emotions of others and enhance their emotional comprehension ability.

Subjects and Methods. Three autistic children in a school in Shanghai were selected, and all three children were insensitive to identifying the emotions of others. The study used the single subject method in the variable passive design, with the visual communication design as the independent variable and the facial expression recognition ability as the dependent variable. In addition, round teaching for the subject intervention was used in this study.

Results. After 28 weeks of visual communication design based on emotional interaction, the three autistic children had different degrees of recognition of happiness, fear, anger, and sadness. The happy expressions in the image were learned by the three children first, followed by anger, and finally, two negative emotions: sadness and fear. This shows that visual design can improve the recognition ability of facial expressions by autism.

Conclusions. The visual communication design based on emotional interaction promotes the emotional comprehension ability of autism, making it easier for autistic children to understand and learn. This design also gives timely feedback to help autistic children understand and adjust their emotions. It can even migrate to psychological theory, social skills and other fields to improve the comprehensive development of autistic children.

Efficacy of atomoxetine hydrochloride combined with illustration design for visual communication with ADHD

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Background. Patients with Attention Deficit Hyperactivity Disorder (ADHD) are often treated with the western medicine of