

DEVELOPMENT OF POSITIVE EXPERIENCE INSTRUCTIONAL
MODEL TO ENHANCE PERSONAL GROWTH INITIATIVE
OF UNDERGRADUATE STUDENTS

LI YU


A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
Academic Year 2023

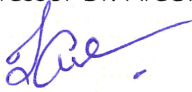
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Thesis Title Development of Positive Experience Instructional model to Enhance
Personal Growth Initiative of Undergraduate Students

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ABSTRACT

The objectives of this research were 1) to examine the factors affecting personal growth initiative of undergraduate students 2) to develop positive experience teaching model to enhance personal growth initiative of undergraduate students and 3) to study the results of positive experience teaching model to enhance personal growth initiative of undergraduate students. The population of Phase 1 were 164 former students from four majors who study Mental Health Education course in the 1st semester, academic year 2023 in the Guangxi Vocational University of Agriculture and 3 lecturers who were teaching Mental Health Education Course from Guangxi Arts University, Guangxi technological College of machinery and electricity and Guangxi Nanning technological College. The target group in Phase 2 were 5 specialists to confirm on instructional model and sample group in Phase 3 were 31 students who enrolled in Mental Health Education Course in Chinese international education Major of Guangxi Vocational University of Agriculture. The research tools included questionnaires for students, interviews for teachers, conformity assessment form of positive experience instructional model, lesson plans using positive experience therapy and experiential teaching instructional model, and rubric scoring form. The statistics were frequency, percentage, mean, and standard deviation.

The results revealed the following.

1. The factors to enhance undergraduate students' personal growth Initiative of undergraduate students in Guang Xi Province were internal and external factors

from students and lecturers. The former included students' awareness and experience, psychological; external factors included teacher and environment.

2. Positive experience instructional model to improve personal growth initiative of undergraduate students included 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists.

3. The results of positive experience teaching model to enhance personal growth initiative of undergraduate students have been effectively improved. Data presentation, 94% of the students had good initiative of self-development. Among them, 13 students were excellent (42%), 16 were good (52%). personal growth Initiative have improved by over 80% (good level). The research hypothesis is valid.

Keywords: Positive Experience Instructional Model; Personal Growth Initiative; Undergraduate Students

Acknowledgement

The time of hard work and struggle passed by unintentionally. Yesterday, it seemed as if I was still anxiously applying for admission, and in the blink of an eye, it was time to graduate. As my graduation thesis is about to be completed, I would like to extend my sincerest gratitude and best wishes to all those who care about and help me.

The kindness of a teacher is the most deserving of gratitude on the path of learning. I am very grateful to our dear Associate Professor Dr Areewan Iamsa-ard. She was a vibrant teacher who was very rigorous in her academic pursuits, took her students very seriously, and was passionate about life. From topic selection to completion, my graduation thesis was inseparable from her guidance. She had put a lot of effort into writing the paper. During my time studying and living in Thailand, she led us to experience Thai culture, taste Thai cuisine, deepen my understanding of Thai culture, and even love this country more.

Thank you to my thesis supervisor Assistant Professor Dr. Tanaput Chancharoen, Assistant Professor Dr. Prapai Sridama and Assistant Professor Dr. Wapee Kong-In for their guidance and assistance in my paper. Looking back on the entire process of learning and writing papers, I had experienced the differences in education and academia between China and Thailand. It had also opened up a new window of understanding for me in education, and had given me a deeper understanding of the essence and significance of education. Therefore, I deeply cherish it.

Thank you to my father and mother for their infinite support and tolerance, which enabled me to focus on completing my studies!

Thank you to the 23 students in our class. In the past three years, our mutual support and encouragement have been the driving force for me to complete my studies!

Finally, thank myself. It was my persistence that led to the results of time!

The three years of studying in Thailand will definitely become the most important part of my life. Wishing you all the best!

Li Yu

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Chapter 1

Introduction

Rationale

The course of Mental Health Education for college students is a public course integrating knowledge imparting, psychological experience and behavior training. According to the Opinions of the Central Committee of the Communist Party of China and The State Council on Further Strengthening and Improving Ideological and Political Education of College Students (Zhong, 2004) No.16), the Ministry of Education and Health Opinions of the Central Committee of the Communist Youth League on Further Strengthening and Improving College Students' Mental Health Education (Education and Social Affairs (2005) No. 1), Notice of the General Office of the Ministry of Education on Issuing the Standard for the Basic Construction of Mental Health Education for Students in Colleges and Universities (Trial Implementation) (Education, Ideology and Politics Office (2011) No. 1) and other documents, The Mental Health Education Course for college students is a public course integrating knowledge imparting, psychological experience and behavior training. The course aims to make students clear the standards and significance of mental health, enhance their awareness of mental health care and mental crisis prevention, master and apply mental health knowledge, cultivate self-cognitive ability, interpersonal communication ability, self-regulation ability, effectively improve psychological quality, and promote students' all-round development.

This study aims to improve students' personal growth initiative by developing a new curriculum model, so as to serve students' mental health. The perspective of positive psychology is different from that of traditional psychology, which focuses on solving people's existing problems and is a problem-solving orientation. However, positive psychology focuses its research on the positive factors of people themselves and advocates that psychology should start from people's actual or potential, constructive vitality, virtue and kindness. Advocate a positive attitude to make a new interpretation of human psychological phenomena (including psychological problems), so as to help all people maximize their potential and achieve a happy life (Max Weber, 2002). Therefore, the positive education based on the theory of positive

psychology refers to the education that takes the explicit and potential positive qualities of students as the starting point and home point, and carries out the education with the ultimate goal of cultivating the positive personality of students at the individual level and the collective level by increasing their positive experience. Positive education emphasizes that education is not only about correcting students' mistakes and shortcomings, but also about finding and studying students' various positive qualities (including explicit and potential) and expanding and cultivating these positive qualities in practice, which is a new concept of repositioning education and adapting it to modern society (Ren, 2006). Therefore, college students' Mental Health Education Courses based on the concept of positive education should focus on helping students understand psychological phenomena from a positive perspective, so that students can have a positive experience in the classroom to achieve personal growth, rather than looking for students' "ignition points (problems)" like firefighters.

Personal growth is at the heart of positive mental health. Personal growth initiative refers to the tendency of an individual to consciously improve and perfect himself, including cognitive tendency and behavioral tendency. It consists of four dimensions: change preparedness, planning, resource utilization, and proactive behavior. The research of Robitschek (1998) shows that students' mental health level is closely related to their personal growth initiative. A study of 19-21 year old college students found that personal growth initiative was positively correlated with mental health and negatively correlated with mental pain. Personal growth initiative can also regulate the relationship between adolescent stress and mental health (Ayub N & Iqbal S, 2012; Sadia Zaman, Irum Naqvi, 2018). Based on the theory of positive psychology, positive experience teaching adopts a variety of positive and positive teaching methods to enhance students' positive experience and stimulate students' subjectivity, initiative, enthusiasm and creativity. It emphasizes the understanding, comprehension and internalization of teaching content through students' participation, experience and reflection, and the development of students' positive quality, positive personality, positive cognition and positive behavior (Yao, 2015).

The author found that positive experience instructional model to enhance personal growth initiative of undergraduate students as the following:

The first can help students establish a positive interpretation of events, enable students to correctly understand and learn to deal with negative emotions in classroom teaching, establish a positive social support system, and provide students with a positive psychological adjustment channel when they fall into pressure and negative emotions from the report on the development of ideological and political education of Chinese college students 2017.

Secondly, can help individuals to achieve new breakthroughs through their own efforts and feel a continuous positive experience which helps students establish the ability to find and learn to use resources and improve their active growth ability. (Ren, 2006).

Finally, the goal of the positive experience instructional model is to discover and strengthen students' positive psychological qualities in the process of experience and realize students' self-growth, which is consistent with the overall goal of college students' mental health curriculum.

As a kind of mental health ability, self-growth initiative is rarely involved in research at present. More studies are on the effect of mental health curriculum on overall mental health level and positive mental quality, and experiential teaching, positive-oriented experiential teaching and positive experience teaching all have this part of research.

As the rationale shown above, the author realizes the importance of studying “Development of positive experience instructional model to enhance personal growth initiative of undergraduate students”.

Research Questions

1. What are the factors affecting personal growth initiative of undergraduate students?
2. Is positive experience instructional model to enhance personal growth initiative of undergraduate students appropriate for further implementation and how?
3. What are the results of positive experience instructional model to enhance personal growth initiative of undergraduate students?

Research Objectives

1. To examine the factors affecting personal growth initiative of undergraduate students.
2. To develop positive experience instructional model to enhance personal growth initiative of undergraduate students.
3. To study the results of positive experience instructional model to enhance personal growth initiative of undergraduate students.

Research Hypothesis

After implementing positive experience instructional model, students' personal growth initiative will be overall improved at 80% (Good Level).

Scope of the Research

Population and the sample group

Population

The total of 164 freshmen from 6 classes of students with different levels of learning achievements, who enrolled in College Student Mental Health Education Course at Guangxi Agricultural Vocational and Technical University in semester 1 academic year 2023. Those sections involve the following.

Class A: 31 students

Class B: 43 students

Class C: 58 students

Class D: 32 students

The sample group

31 students in class A who enrolled on Mental Health Education Course in 1nd semester, academic year 2023 by simple random sampling.

Independent Variable

Positive experience instructional model

Dependent Variable

Students' personal growth initiative

Contents

There are 7 Units, 36 hours in Mental Health Education Course. According to the Personal Growth Initiative in this study, the researcher chooses Unit 1, Unit 2 and Unit 7 for the experiment. The content is shown below:

Unit 1: Mental health basics (6 hours)

Unit 2: self-awareness (6hours)

Unit 7: Life Education and Crisis Prevention (6 hours)

Time frame

Semester 1, Academic year 2023 (September 2023 - October 2023)

Advantages

To the students: They can learn the basic knowledge of mental health in class, master more ways to prevent mental health problems in the process of growth, strengthen the application of mental health knowledge in daily learning and life, and realize the knowledge and skills of Mental Health Education.

To the teachers or lecturers: They can explore new teaching strategies and develop new instructional models, provide personalized guidance to students at different levels, and improve teaching quality and classroom efficiency.

To the institute: They can provide new instructional model and practical experience for other courses of the school

Definition of Terms

The factors affecting personal growth initiative refers to the internal and external factors collected from students using questionnaire and interviews for lecturers designed by the researcher. The internal factors involve the information about students while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the lecturers.

Development of positive experience instructional model refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials and 5)

Evaluation, is confirmed by the experts in 4 aspects: 1) Utility, 2) Feasibility, 3) Propriety and 4) Accuracy standards (Stufflebeam, 2012) as the follows:

Utility standards are to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards are to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards are to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results

Accuracy standards are to ensure that the developed instructional model shows a measure of closeness to a true value.

Positive experience instructional model refers to take positive psychology as the theoretical reference, takes students' positive development as the teaching goal, takes experiential teaching mode as the practical basis, and adopts diversified evaluation as the effect feedback. Wu (2020) The most common instruction is divided into 4 steps:

Step 1 : Create the situation: that are conducive to emotional experience for students according to teaching objectives, teaching content, characteristics of students and actual needs of students, create a good experience atmosphere and arouse students' interest in participation.

Step 2: Import the experience: Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Step 3: Sublimate your emotions: On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Step 4: Action application: The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Personal Growth Initiative refers to the tendency of individuals to consciously improve and perfect themselves, including cognitive tendency and behavioral tendency. It is composed of four dimensions: readiness for change (RC), plan fullness (PL), using resources (UR) and intentional behavior (IB) (Robitschek et al.2012).

Readiness for change refers to a person has the ability to identify what they should be

Plan fullness refers to the ability to make actionable plans and understand the specific steps for change

Using resources refer to the ability to access information, people, services, or any other form of support;

Intentional behavior refers to a planned, step-by-step initiative

Undergraduate Students refer to first-year students who enroll in College Student Mental Health Education Course in Guangxi Agricultural Vocational and Technical University academic year 2023.

Guangxi Agricultural Vocational and Technical University refer to be approved by the Ministry of Education and organized by the people's government of the autonomous region. It is a second-class public institution managed by the Department of Agriculture and Rural Affairs of the autonomous region. It is an independent public undergraduate vocational school, and its education and teaching business is guided by the Department of Education of the autonomous Region. In accordance with the relevant provisions of the Higher Education Law of the People's Republic of China, the University carries out vocational education activities mainly focusing on full-time undergraduate vocational education, supplemented by adult education, international student education and vocational skills and technical training.

Research Framework

Based on the research objectives, relevant theories are compiled and studied i.e., Mental health Course, Positive Experience Teaching and Personal Growth Initiative (Wu, 2020), Personal Growth Initiative (Guo and Ye, 2016). These thoughts and principles are employed as the foundation of the following research framework as shown in figure 1.1

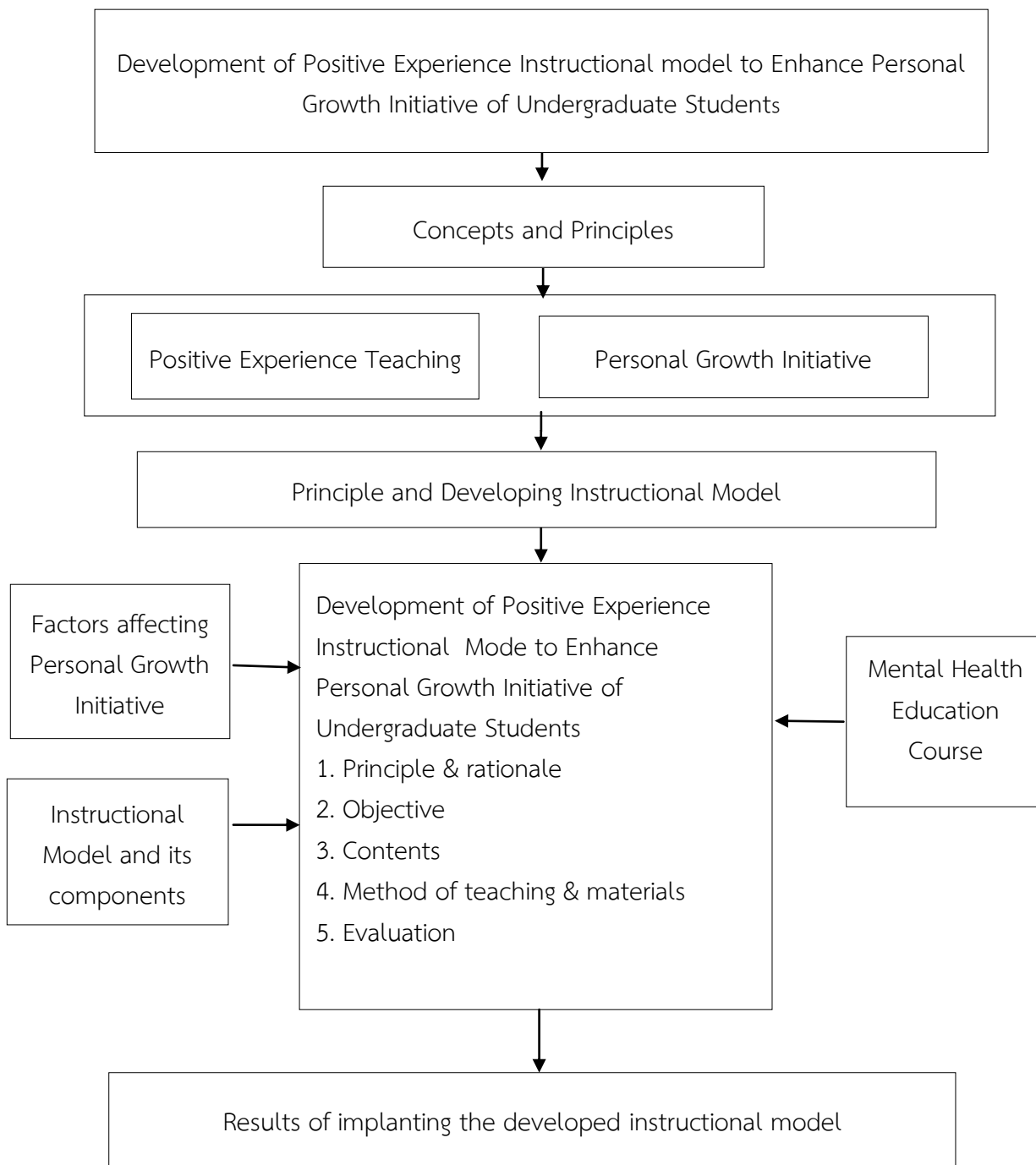


Figure 1.1 Research Framework

Chapter 2

Literature Review

In the study of “Development of positive experience instructional model to enhance personal growth initiative of undergraduate students”, the researcher studied the documents concerning the following.

1. Mental Health Education Course at Guangxi Agricultural Vocational and Technical University
2. Positive Experience instructional model
3. Personal growth initiative
4. Related Research

The details are as follows.

Mental Health Education Course at Guangxi Agricultural Vocational and Technical University

Principle

According to the notice issued by 17 departments including the Ministry of Education on Comprehensively Strengthening and Improving the Special Action Plan for Students' Mental Health Work in the New Era (2023-2025), the overall principle of college students' Mental Health Education should pay attention to students' individual differences, help students master mental health knowledge and skills, establish a sense of self-help and help, and learn to rationally face difficulties and setbacks. Enhance mental health quality.

1. Principle of comprehensiveness

The objectives and contents of the course, the formulation of the course plan should focus on all students, and consider the common needs of most students and common problems.

2. Principle of holistic development

We should pursue the overall development of students' personality, establish the concept of students' whole-person development, and pay attention to the integrity of students' personality as a whole

3. Principle of student subjectivity

The basic function of Mental Health Education Course is to promote the growth and development of students. Therefore, we should attach importance to the subjective initiative of the subject itself and rely on the self-education process of the subject. It is necessary to fully mobilize the enthusiasm and creativity of students, increase students' independent activities, so that students can speak more, think more and do more, truly become the subject of activities, and realize self-experience, self-inspiration and self-education.

4. Principle of participation

Student participation is a necessary condition for the success of the course. Under the guidance of teachers, each student should actively participate in the whole process of Mental Health Education Course.

5. Principle of flexibility

Curriculum activities should be designed according to different objects to reflect flexibility.

6. Principle of development

The focus of Mental Health Education is to help students develop, and the goal is to grow and improve themselves.

7. The principle of both knowledge and action

The Mental Health Education Course is not only a simple knowledge imparting, but also an experiential activity course. Let students learn self-analysis, self-experience and self-regulation, learn to eliminate the life, learning and interpersonal communication encountered in the confusion, trouble, anxiety and other bad emotions, can solve the practical problems in life and study.

Objectives

As a public course of quality education, "College Students' Mental health" aims to make students clear the standards and significance of mental health, enhance their awareness of mental health care and mental crisis prevention, master and apply mental health knowledge, cultivate self-cognition, interpersonal communication and self-regulation skills, and effectively improve their psychological quality. Promote the all-round development of students. Specifically, the course aims to enable students to achieve the following goals at the three levels of knowledge, skills and self-perception.

1. At the knowledge level, students can understand the relevant theories and basic concepts of psychology, clarify the standards and significance of mental health, understand the psychological development characteristics and abnormal performance of people at the university stage, and master the basic knowledge of self-adjustment.

2. At the skill level, students can master self-exploration skills, psychological adjustment skills and psychological development skills, such as learning development skills, environmental adaptation skills, stress management skills, communication skills, problem solving skills, self-management skills, interpersonal skills and career planning skills.

3. At the level of self-cognition, students can establish an independent consciousness of mental health development, understand their own psychological characteristics and personality characteristics, objectively evaluate their physical conditions, psychological conditions, behavioral abilities, correctly understand and accept themselves, and can self-adjust or seek help when they encounter psychological problems. Actively explore the life condition that suits oneself and ADAPTS to society.

Curriculum Structure

There are 7 Units, 36 hours in mental health Course. The content was shown Below in table 2.1.

Table 2.1 Chapters and contents used in the present study

Unit	Chapter	Contents	Times (36 hrs.)
1. Mental health basics	1.1 Introduction to mental health	1.Connotation of mental health 2.Criteria of mental health	6 hrs.
	1.2 Mental health of college students	1. Basic characteristics of college students' psychological development 2. Phased characteristics of college students' psychological development 3. Common psychological problems of college students	

Table 2.1 (Continued)

Unit	Chapter	Contents	Times (36 hrs.)
	1.3 Cognitive psychological counseling	1. Misunderstood counseling 2. Does my condition require counseling 3. How can I get psychological counseling	
2. Explore the unique me - the sense of self	2.1 An overview of self-awareness 2.2. Self-awareness of college students 2.3 Family and me	1. The meaning of self-awareness 2. Structure of self-awareness 3. Development of self-awareness 1. Characteristics of college students' self-consciousness 2. Ways to improve college students' self-awareness 1. The meaning of family 2. Psychological characteristics of the family 3. How do families shape people 4. Healthy family communication	6 hrs.
3. Interpersonal relationship	3.1 An overview of human relationships 3.2 Psychological characteristics of college students' interpersonal communication	1. The basic meaning of interpersonal relationship 2. Stages of interpersonal development 3. The process of interpersonal breakdown 1. Psychological characteristics of college students' interpersonal communication 2. Factors affecting college students' interpersonal communication 3. The trend of college students' interpersonal communication	4 hrs.

Table 2.1 (Continued)

Unit	Chapter	Contents	Times (36 hrs.)
	3.3 Principles and skills of interpersonal communication of college students	<ol style="list-style-type: none"> 1. Communication principles 2. The rules of interpersonal attraction 3. Interpersonal skills 	
4. Mood and stress	4.1 Emotional overview 4.2 Manage emotions 4.3 Life's challenges - Dancing with stress	<ol style="list-style-type: none"> 1. What are emotions 2. Understand and accept emotions 1. Your mood needs a makeover 2. Principles of emotion management 3. ABC theory and application of emotion Manage emotions 1. Recognize stress 2. Common stressors for college students 3. Common stress coping styles of college students 	2 hrs.
5. Learning psychology in the Internet age	5.1 Learning challenges in the Internet age 5.2 the motivation of learning 5.3 Science responds to university	<ol style="list-style-type: none"> 1. The Internet meets the various needs of college students 2. The changes brought by the Internet to college students' study 3. New learning challenges 1. Understand the nature and positioning of the university 2. Learn about the new features of college learning 3. New learning evaluation standards Section 3 Science responds to university learning 1. Procrastination and time management 2. Rote learning and meaning learning 	6 hrs.

Table 2.1 (Continued)

Unit	Chapter	Contents	Times (36 hrs.)
	learning	3. Memory rules and memory strategies 4. Strategies for meaning learning	
6.College students love and sexual psychology	6.1 Decoding of love 6.2 Theory of love 6.3 College student love 6.4 College students love psychological confusion 6.5 College sexual psychological problems and adjustment	1. Meaning of love 2. Characteristics of love 1. Love triad theory 2. Attachment theory 1. Psychological differences of college students in love 2. Stages of relationship development 3. Differences in relationships 4. Develop the capacity to love 1. Unrequited love 2. Polyamory 3. Online dating 4. Falling out of Love 1. Biological sex and social sex (sex and gender distinction) 2. Sexual mental health standards 3. Common sexual psychology and adjustment of college students 4. Establish proper sexual values	6 hrs
7. Life is Precious: Life Education and Crisis Prevention	7.1 Life education 7.2 College students' psychological crisis and	1. The meaning of life 2. The value of life 3. Life goodbye and grief counseling countermeasures 1. Overview of psychological crisis 2. Identification methods of college students' psychological crisis 3. Three principles for judging normal and abnormal 4. Identification of general psychological problems 5. Psychological crisis has an effect	6 hrs.

According to the personal growth initiative in this study, the researcher chooses Unit 1 to 4 for the experiment.

Positive Experience Instructional Model

Definition of instructional model

Zhang and Ye (2010) in review of experiential teaching research believe that the concept of experiential teaching involves keywords such as experience, practice, environment and experience.

Zhao (2008) believed that experiential teaching is a teaching method in which teachers allow students to experience or re-experience past experiences through carefully designed activities, guide the experience to examine their own experiences, accumulate positive experiences, and achieve an intuitive and clear insight into the nature or connotation of objects, so as to improve and build their minds.

Zhang (2006) believed that experiential teaching is a teaching mode in which one learns the surrounding things through practice and uses personal experience to perceive, understand, comprehend and verify the teaching content.

Jing (2004) believed that anything that starts with activities and learns first and then can be regarded as "experiential teaching".

Yao (2015) believed that "positive experience" teaching is based on the theory of positive psychology and adopts a variety of positive and positive teaching methods to enhance students' positive experience, stimulate students' subjectivity, initiative, enthusiasm and creativity. It emphasizes students' participation, experience and reflection to understand, comprehend and internalize teaching content. And develop students positive quality, positive personality, positive cognition and positive behavior of a unique and effective instructional model.

Wu (2020) believed that the "positive experience" teaching mode is a teaching mode based on positive psychology theory, with the positive development of students as the teaching goal, the construction of harmonious teacher-student relationship as the operation guarantee, the experiential teaching mode as the practice basis, and the diversified evaluation as the effect feedback.

From the definition above, it can be concluded that the positive experience instructional model is to apply the concept of positive psychology to the experiential teaching mode, increase students' positive experience, re-establish the positive

cognition of past experience, and help students understand the positive and negative aspects of things from a positive perspective. A instructional model that emphasizes teacher-student interaction, multiple evaluation and multiple evaluation.

Background

Positive psychology is a new psychological revolution that arises under the background of The Times, and it is the product of social development. To advocate the focus of psychological research from "psychological problems" to "human positive power", by the former president of the American Psychological Association Seligman actively advocated and vigorously promoted.

The background of positive psychology is mainly influenced by the following aspects: First, positive psychology is the result of reflection on the increasingly fierce ethnic and religious conflicts in current human society. After the end of World War II, ethnic and religious conflicts did not stop, and many conflicts resulted in human tragedies, such as Rwanda in Africa, Kosovo in Europe and the Middle East in Asia. Secondly, the development of science and technology and social and economic development have brought people confusion, such as depression patients at a younger age, insecurity continues to increase, adolescent sexual crime rate rises, children suicide, drug abuse and other problems are becoming more serious; Finally, the general public's demand for their own quality of life continues to improve, not only limited to the absence of disease, but also hope to feel happy in life.

In early January 1998, Seligman invited psychologists Sikasentmihalyi, Fowler and others to discuss the content, methods and basic structure of positive psychology in Akumar, Yucatan Peninsula, Mexico, which was called the Akumar Conference. After the Aikumar conference, Seligman, EdDiener, M.sikszenmihalyi and K.H.Jamiesom (1998) established a positive psychology research system based on positive emotional experience, positive personality and positive social support system (Ren, 2012). Positive emotional experience, led by Diener, E. Centered on subject wellbeing, focuses on the characteristics and generation mechanism of people's positive emotional experience in the past, present and future. Positive personality, headed by Csikszentmihalyi. M (1998), identified the key to positive personality research as developing a classification of positive personality; The Positive Social support System, headed by Jamieson, K. H(1998), identifies how society, family, school, work, etc., can help a person develop a positive personality and

generate positive emotions. In January 2000, Seligman and Csikszentmihalyi jointly published the article "Introduction to Positive Psychology" in the world famous psychology journal "American Psychologist", marking the official birth of positive psychology.

Theory

Sheldon King L. (2001) put forward the following viewpoints in the theory of positive social environment: self-prevention, positive coping and quality of life. These concepts revolve around school, family and society as the main contents

Ren Jun (2006) divided the main research viewpoints of positive psychology into the following three points: 1. Realize the psychological values of balance

It refers to reflecting on the social impact brought by negative psychology, balancing the value of psychology, and the meaning of the existence of psychology should be to make human life more meaningful; 2. Emphasizing the positive power of each person, Aspinwall, & Staudinger (2003) believed that the real positive power should be an optimal balance point between the subjective and subjective standards. 3. To advocate positive interpretation of problems, the emergence of problems also provides an opportunity for human beings to show their excellent qualities and potential abilities (Ren & Ye, 2004).

Liu (2018) believed that the main research direction of positive psychology is to cultivate individual happiness as the goal, and the theory is based on positive experience, positive personal characteristics and positive social environment. For example, in the study of positive experience, theories such as subject well-being, flow, (the broaden and build theory of positive motions) are proposed. In terms of positive personal traits, Seligman linked the optimistic explanatory style with learning helplessness, forming a unique view of positive psychology.

Positive Experience Instructional Mode

Theory

Socrates' Midwifery teaching method is probably the earliest teaching method related to experience, emphasizing the active interaction between teachers and students and guiding students to think actively about philosophical problems. According to the "meaning learning" theory of humanistic scholar Carl Ransom Rogers, the primary element of meaning learning is that learning requires individual participation, that is, the whole person (including emotion and cognition) should be

involved in learning activities. Dewey's "learning by doing" is also the theoretical basis of experiential teaching (Zhang & David Kolb (2008), a famous American social psychologist and educator, systematically elaborated the knowledge view, development view and evaluation view of experiential learning in his book *Experiential Learning: Making Experience the Source of Learning and Development*. It constructs a relatively complete theoretical framework - "concrete experience, reflective observation, abstract generalization, action application" (David & Kolb, 2008).

Methods of Teaching

Li (2012) provides students with positive experiences and arouses their learning enthusiasm by skillfully creating situations with stories, multimedia and role-playing. Yao, Y (2019) conducted the teaching design of positive experience based on the concept of positive psychology, emphasizing the enhancement of students' positive experience in teaching, guiding students to learn to care about knowledge and be willing to explore in the experience, and realizing effective teaching. Haiyan (2019) proposed that life situations should be created in teaching to allow students to experience positive emotions; Create the activity situation, let the students experience in the investigation action; Create a critical situation for students to experience in deep learning. By analyzing the characteristics of engineering secondary vocational students, Yuan (2020) carries out school-based "activity-based experience" teaching design, and is good at providing students with positive experience, so that students can learn and grow in the experience. Ying (2020) implements experience in participation and interaction by creating sensible situations in teaching; Strengthen multi-dimensional interaction and implement experience in sharing and communication; Make use of curriculum resources, implement experience in the accumulation of materials, strengthen students' positive experience and improve students' cognition.

In the concrete implementation steps of experiential teaching, Dewey's five-step teaching method of situation, problem, hypothesis, inference and verification is an important representative (Zhang & Ye, 2010):

Step 1: teachers prepare a problem situation for students according to their instinctive needs and existing experience;

Step 2: Teachers help students recall, guide students to observe and consult relevant information, and provide students with enough information;

Step 3: the teacher inspires the students, and the students themselves put forward a variety of hypotheses to solve the problem creatively;

Step 4: Under the guidance of the teacher, students put their problem-solving hypothesis into practice and test its value for solving the problem;

Step 5: If the hypothesis is not proven, the instructor instructs the student to construct a new hypothesis until the hypothesis is proven.

Hu (2003) believed that the process model of experiential teaching is entry passion, dialogue empathy, exploration of emotion, practice of indulgence, comment and analysis of emotion.

Wu (2020) believed that "positive experience" teaching is based on the theoretical structure of "experiential learning" proposed by David Cooper (concrete experience, reflective observation, abstract generalization, and action application), combined with teaching design principles and practice, and further constructs the following four basic operation steps:

Step 1: create the situation. The creation of "positive experience" teaching situation requires teachers to creatively design teaching situations that are conducive to emotional experience for students according to teaching objectives, teaching content, characteristics of students, and actual social life of students, so as to create a good experience atmosphere and arouse students' participation interest.

Step 2: Import the experience. Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and make corresponding records.

Step 3: Sublimate your emotions. After students have inner experience, students will be divided into several groups for communication and discussion or shared by some willing students on stage to promote the integration of experience and emotion among students. On the basis of full communication, teachers guide students to reflect and conclude from the logic of thinking and life, raise the concrete and perceptual emotional experience to the abstract and rational

theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Step 4: Action application. After completing the sublimation experience, teachers should also plan specific programs and organize students to apply the theories they have learned in a timely manner. The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen knowledge skills and emotional experience, and then form internal knowledge ability and positive power.

Meng (2020) The most common instruction is divided into 4 steps:

Step 1: Create the situation: that are conducive to emotional experience for students according to teaching objectives, teaching content, characteristics of students and actual needs of students, create a good experience atmosphere and arouse students' interest in participation.

Step 2: Import the experience: Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Step 3: Sublimate your emotions: On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Step 4: Action application: The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Confirmatory Factor Analysis

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility, 2) Feasibility, 3) Propriety and 4) Accuracy standards (Stufflebeam, 2012).

Utility standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Personal Growth Initiative

Background

As a kind of mental health ability, self-growth initiative is rarely involved in research at present. More studies are on the effect of mental health curriculum on overall mental health level and positive mental quality, and experiential teaching, positive-oriented experiential teaching and positive experience teaching all have this part of research.

Personal growth can be driven by natural development (personal growth with age) or environmental factors, or a process of active change and growth (Prochaska & DiClemente, 1992). In the field of psychological counseling, personal growth (personal growth) is a very common counseling goal, and different schools have different understandings. Humanism emphasizes self-actualization; self-psychologists emphasize individual growth; Adler therapy emphasizes individual efforts to achieve their goals; rational emotion therapy aims to help people overcome their irrational beliefs and help them pursue long-term happiness. The orientation of these schools of counseling all emphasize the importance of personal growth to an individual's mental health.

Theory

Sharma & Rani (2013) defended that active growth has three remarkable characteristics: understanding the process of personal growth (including understanding what kind of activities can bring personal growth, understanding the specific aspects you can change, and knowing how to improve themselves); evaluating the process of personal growth (including evaluating the process and

results of personal growth); and active behavior Robitschek (1998) This active personal growth process is defined as personal growth initiative, which refers to the tendency of individuals consciously and actively to improve and improve themselves in the process of growth.

Personal growth initiative (Robitschek, 1998) includes two aspects: cognition (cognitive components, beliefs, attitudes, and values related to personal growth) and behavior (the process of putting cognition, beliefs, attitudes, and values related to personal growth into practice). Prochaska & DiClemente (1991) believes that the personal growth initiative also includes the preparatory stage, which refers to the individual being willing to change the existing attitude and behavior. Robitschek (1998) believes that the goal of personal growth initiative is to achieve growth and change in life, which is a metacognitive structure, and is to consciously and actively improve their own cognition and behavior in life.

Ayub & Iqbal (2012), taking a sample of college students aged 18 to 21, analyzed the participants' personal growth initiative and mental health and psychological pain. The results showed that there was a significant positive correlation between personal growth initiative and mental health, and a significant negative correlation with psychological pain. A possible explanation for this finding is that individual growth initiative can promote better individual mental health.

Personal Growth Initiative refers to the tendency of individuals to consciously improve and perfect themselves, including cognitive tendency and behavioral tendency. It is composed of four dimensions: Readiness for Change, planning, utilization of resources and active behavior. The influencing factors of self-growth initiative include personality, family function and so on. The research shows that the influencing factors of adolescent students' personal growth initiative can be attributed to the internal and external factors of growth. The internal factors are more related to enthusiasm, responsibility, self-efficacy, emotional intelligence, etc., while the external factors are related to the teaching mode in this study.

Readiness for Change refers to a person has the ability to identify what they should be:

Planning refers to the ability to make actionable plans and understand the specific steps for change

Utilization of resources refers to the ability to access information, people, services, or any other form of support;

Active behavior refers to a planned, step-by-step initiative

Scale study of personal growth initiative

The Personal Growth Initiative Scale (PGIS) was originally developed from an outcome evaluation protocol for middle-aged adults pursuing personal growth in field experience programs (Robitschek, 1997). The Personal Growth Initiative Scale PGIS was originally developed by Robitschek et al. The wording of all the items was positive. During the test, participants were required to assess their approval of each item on the Likert 6 point rating table (0 complete disapproval and 5 complete approval). The total score is the sum of the scores for all the items, and the total score ranges from 0 to 45 points. A higher total score, indicates a higher level of personal growth initiative. The results of PGIS and growth style and gender role identity show that there is a positive correlation between personal growth initiative and conscious, active growth. However, because the content validity of the scale itself is not high, and PGIS items include both cognitive and behavioral aspects, and the results of confirmatory factor analysis indicate that PGIS is single-dimensional, it cannot be used to evaluate whether cognitive or behavioral aspects play a greater role in the personal growth of the subjects.

Personal Growth Initiative (Robitschek et al., 2012) refers to the tendency of individuals to consciously improve and perfect themselves, including cognitive tendency and behavioral tendency. It is composed of four dimensions: Readiness for Change, planning, utilization of resources and active behavior. The influencing factors of self-growth initiative include personality, family function and so on. The research shows that the influencing factors of adolescent students' personal growth initiative can be attributed to the internal and external factors of growth. The internal factors are more related to enthusiasm, responsibility, self-efficacy, emotional intelligence, etc., while the external factors are related to the teaching mode in this study.

With Robitschek (2012) compiled personal growth initiative scale second edition (Personal Growth Initiative Scale II, PGI S-), refer to Guo Jichang and a rudder (2016) revised version of some items in Chinese expression, the full text strictly translated into Chinese, and please higher English level of psychology doctor correction, make the language as easy to understand, and to avoid ambiguity. PGI-

including Readiness for Change (such as: "I know what you need to change"), planned (such as: "I know how to make a practical plan to change yourself"), the use of resources (such as: "in the process of I grow problems, I will take the initiative to help"), active behavior (such as: "I can seize every can let me chance to grow") four factors, a total of 16 items.5 points from 1 for "very inconsistent" to 5 for "very consistent". The questionnaire was well fitted in this study: $\chi^2=443.23$, $df=99$, $RMSEA=0.079$, $CFI=0.915$, $TLI=0.897$, and the Cronbach α coefficient of the questionnaire was 0.91.

Readiness for Change refers to a person has the ability to identify what they should be.

Planning refers to the ability to make actionable plans and understand the specific steps for change

Utilization of resources refers to the ability to access information, people, services, or any other form of support;

Active behavior refers to a planned, step-by-step initiative

Related Research

Related Research on Positive Experience Teaching

Zhu (2021) study was about Teachers' Perspectives on Improving Educational Inclusion through the Performing Arts: A qualitative study of primary schools in Shenzhen the result was found that focusing on diverse facilitating aspects and obstacles to implementing the inclusive practice and how teachers' background may influence their beliefs and self-efficacy towards inclusive education. Although educational policies and school environment have been more inclusive since the start of the 21st century, the lack of continuing professional development, poor school collaboration, insufficient educational resources and limited parental support were found as obstacles for teachers to meet children's different needs in mainstream school settings. Moreover, teachers with more theoretical knowledge of inclusive education or positive experience of meeting children's needs tended to have more positive attitudes and higher self-efficacy in inclusive practices. Music and dance teachers showed stronger self-efficacy in meeting children's needs as they were confident of creating a more inclusive learning atmosphere in music and dance classes. Implications for policy and practice are considered in the conclusion chapter,

and it also suggests that music and dance activities could be a vital element of a cost-efficient and effective approach for inclusive education in Chinese schools and beyond.

Guo (2018) study was about Adolescent Students' Personal Growth Initiative: Developmental Characteristics, Influencing Factors and Mechanism the result was found that everyone experiences growth throughout life, encountering both smooth progress and challenges along the way. It emphasizes the importance of both independent problem-solving and seeking support from others during the growth process the result finding Factors Affecting Personal Growth Initiative: Internal and external factors contribute to adolescent students' personal growth initiative, which comprises dimensions like intentional change, growth path, growth resilience, and growth barrier. Developmental Trends: Adolescent students generally exhibit high levels of personal growth initiative, with specific dimensions showing varying levels across age and grade. Influencing Factors: Individual factors such as personality traits and family environment significantly impact personal growth initiative. Relationship with Mental Health: Personal growth initiative positively correlates with emotional, social, and psychological well-being, mediating factors like posttraumatic growth and depression. Intervention Effectiveness: The intervention program positively impacts adolescent students' personal growth initiative.

Ren (2021) studied about the intervention effect of experiential Mental Health Education Course on the positive mental quality of vocational freshmen in Wuhan Electric Power Vocational Technical College by taking them as the experimental subjects and using the experimental design before and after testing of the experimental class and the comparison class. The results showed that the positive mental quality of students in the experimental class had significant changes and the level of positive mental quality had been significantly improved. The positive psychological quality of the students in the control class did not change obviously in the natural state, which indicates that the experiential mental health education class has a significant effect on the improvement of the positive psychological quality of the freshmen in higher vocational colleges.

Meng (2020) studied about A study on the relationship between proactive personality, personal growth initiative and positive psychological quality of college students the result was found conducted a survey on 1098 college students from 5

universities by using PPS, PGIS-D and the Board Table of Positive Psychological Quality of Chinese College students. The results showed that there was a significant positive correlation between proactive personality, personal growth initiative and positive psychological quality of college students (r value was 0.66, respectively). 0.68, $P < 0.01$), there was also a significant positive correlation between personal growth initiative and positive psychological quality ($r = 0.61$, $P < 0.01$). High personal growth initiative is helpful to exert the positive influence of college students' proactive personality on the psychological quality of mating, and it is of great significance to cultivate college students' personal growth initiative for the development of college students' positive psychological quality.

Related Research on personal growth initiative

Robitschek et al. (2012) study about Development and Psychometric Evaluation of the Personal Growth Initiative Scale-II the result was found that The original Personal Growth Initiative was unidimensional, despite theory identifying multiple components (e.g., cognition and behavior) of personal growth initiative (PGI). The present research developed a multidimensional measure of the complex process of PGI, while retaining the brief and psychometrically sound properties of the original scale. Study 1 focused on scale development, including theoretical derivation of items, assessing factor structure, reducing number of items, and refining the scale length using samples of college students. Study 2 consisted of confirmatory factor analysis with 3 independent samples of college students and community members. Lastly, Study 3 assessed test-retest reliability over 1-, 2-, 4-, and 6-week periods and tests of concurrent and discriminant validity using samples of college students. The final measure, the Personal Growth Initiative Scale-II (PGIS-II), includes 4 subscales: Readiness for Change, Planfulness, Using Resources, and Intentional Behavior. These studies provide exploratory and confirmatory evidence for the 4-factor structure, strong internal consistency for the subscales and overall score across samples, acceptable temporal stability at all assessed intervals, and concurrent and discriminant validity of the PGIS-II. Future directions for research and clinical practice are discussed.

Robitschek et al.,(2009) studied about Keyes's Model of Mental Health With Personal Growth Initiative as a Parsimonious Predictor and the result was found that confirmatory factor analyses supported this 3-factor model of psychological, social,

and emotional well-being, consisting of 14 subdimensions. Furthermore, this model was found to be invariant for men and women in both samples. The secondary purpose was to assess the effectiveness of personal growth initiative (PGI; C. Robitschek, 1998) as a parsimonious predictor (i.e., 1 predictor for many outcomes) of these multiple dimensions of mental health. Results of structural equation modeling supported PGI as a parsimonious predictor of Keyes's multidimensional mental health model for men and women in both groups. Limitations are discussed, and implications for research and practice in counseling psychology are presented.

Robitschek et al. (2012) studied about The PGIS-II and found that The PGIS-II was also compiled by Robitschek et al. The PGIS-II consists of 16 items, including four subscales. Among them, 4 items measured readiness for change, 5 items measured planning, 3 items measured utilization of resources, and 4 items measured active behavior. Participants were required to assess their approval of the project on the Likert 6-point rating scale (0 indicates complete disapproval and 5 indicates complete approval). The mean score of each subscale was taken as the factor score represented by that subscale. A higher factor score indicates a higher level of this dimension in individual growth initiative. Robitschek et al. took American college students as subjects, and the results of the exploratory factor analysis showed that the four factors of the scale explained the variation of the overall variance by 4.26%. The internal consistency coefficient of the subscales was 0.76 (RC), 0.85 (PL), 0.79 (UR), and 0.78 (IB) respectively. Test-retest reliability was 0.82 after 1 week, 0.67 after 2 weeks, 0.70 after 4 weeks, and 0.62 after 6 weeks. At the same time, the scale also has a good match validity and discriminatory validity (e. g., the correlation coefficient with the Rathus confidence scale is 0.44)

Gong, Wang, Li, Lin and Wang (2023) studied about Striving for personal growth matters: The relationship between personal growth initiative, teacher engagement and instructional quality. The results confirmed the critical role of PGI in teacher engagement and self-reported instructional quality. To varying degrees, the dimensions of teacher engagement, except for cognitive engagement, mediated the association between PGI and self-reported instructional quality. Conclusions: The teachers' self-reported data showed that their motivation for personal growth played an important role in improving their instructional quality. The teachers' emotional engagement and social engagement with colleagues were positively related to

classroom management, and their social engagement with students was associated with a supportive climate.

Huang (2013) study about the initiative of the educated is the driving force of personal growth. The result had found that the score of SCL-90 was significantly negatively correlated with the score of personal growth initiative. The higher the level of growth initiative, the healthier the psychology. The initiative of the educated is the driving force for personal growth, which means that only by stimulating the initiative of the educated can their growth be continuously motivated. Therefore, students with high level of personal growth initiative have higher level of mental health and stronger ability of psychological adjustment.

Chen and Gao (2019) studied about the initiative of the educated is the driving force of personal growth found that a supportive atmosphere in a group can encourage members to obtain more emotional support and be more willing to express themselves, and group members can exchange various problems encountered and solutions and experiences with each other, thus promoting members to deal with cancer and recover their health more actively. Counselors often help clients to improve themselves and grow in terms of self-understanding, stress management and emotional management, and the meaning of life. The content of personal growth is highly consistent with the content of college students' mental health courses.

Tian Yujie (2016) studied about the structure of college students' personal growth initiative and its related research found that in terms of behavior, teachers should guide students' growth strategies. High level of personal growth initiative not only requires individuals to have positive self-development consciousness, but also requires individuals to have strategies to realize self-development. This requires teachers to guide students how to effectively achieve self-development and perfection in the process of improving their personal growth initiative. For example, in the process of coping with stressful events, teachers should be good at guiding students to understand how to reflect and learn in stressful events, improve their self-growth ability and enrich their self-growth strategies. This shows that personal growth initiative is not an innate skill, but something acquired in life. Once acquired, it is relatively stable. When individuals consciously improve this skill, the level of personal growth initiative will increase. Just like learning skills, they are not innate,

and individuals can improve their skills through active exploration and learning. Mental Health Education Courses can provide a way for students to learn this skill.

From studying the aforementioned related research. It made the researcher aware of the processes and factors that affect students' personal growth initiatives and the personal teaching styles of undergraduate students. The knowledge gained from studying related research can be used to develop knowledge and ability to do more research.

Chapter 3

Research Methodology

This research used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting personal growth initiative of undergraduate students.

Phase 2 was conducted to answer research objective 2: To develop positive experience instructional model to enhance personal growth initiative of undergraduate students.

Phase 3 was conducted to answer research objective 3: To study the results of positive experience instructional model to enhance personal growth initiative of undergraduate students.

The details are as follow

Phase 1 was conducted to answer research objective 1: To examine the factors affecting personal growth initiative of undergraduate students.

Population

Group 1: 164 former Students who enrolled in College student mental health Course from Guangxi Vocational University of Agriculture in the first semester of academic year 2022.

31 students Group A

43 students Group B

32 students Group C

58 students Group C

Research instrument

The questionnaire for student

Designing instrument 1 (The questionnaire for student)

1. Study Mental Health Education Course for college students and factors affecting personal growth initiative of undergraduate students.

2. Design a questionnaire on 2 factors : Internal factors (15 Items) and external factors (15 Items) factors to improve personal growth.

3. initiative of undergraduate students for the students at Mental Health Education Course for college students.

3. Present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve problem solving ability for the undergraduate students at Guangxi Province by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

5. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Score rating criteria

5 means the highest

4 means high

3 means moderate

2 means few

1 means the fewest

The factors affecting personal growth initiative for the students at Mental Health Education Course for college students are interpreted using MEAN interpretation criteria proposed by (Phongsri, 2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive statistics, frequency, mean (μ) standard deviation (σ).

Group 2: 3 lecturers who are teaching College student mental health course from Guangxi Arts University, Guangxi technological College of machinery and electricity and Guangxi Nanning technological College.

Research instrument

The interview for the lectures

Designing instrument 2 (The interview for the lecturer)

1. Study literature positive experience instructional model to enhance personal growth initiative of undergraduate students.

2. Design the draft of open-ended interview on 2 factors : Internal factors and external factors (10 questions) affecting personal growth initiative of undergraduate students.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting personal growth initiative of undergraduate students. for the students at Guangxi Agricultural Vocational Technology University by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Output Phase 1

Factors affecting growth initiative of undergraduate students by table 3.1.

Table 3.1 Summary how to conduct research from Phase 1

Topics	Details
Research process	Analyzed both internal and external factors
Research objectives	To examine the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province.
Conduct research	Designing instrument 1 (The questionnaire for students) Designing instrument 2 (The interview for the lecturers) Assess the validity by 5 experts (List name from Appendix A)
Target group	1. 164 former students from Guangxi Vocational University Of Agriculture, Fine arts Major, Environmental art design Major, Chinese international education Major ,Smart agricultural technology Major 2. 3 lecturers from Guangxi Arts University, Guangxi technological College of machinery and electricity and Guangxi Nanning technological College.
Instrument	1. Questionnaire for students Part 1 : The information about the Bio-social characteristic of the respondents. Part 2 : The information about factors to affect enhancing Personal Growth Initiative. 1.1 5 items of internal factors 1.2 15 items of external factors 2.10 questions to interview for lecturers Part 1 : The information about the Bio-social characteristic of the respondents. Part 2 : The information about factors to affecting of Positive Experience instructional model Part 3 : Suggestion
Data analysis	Descriptive Statistics i.e., Frequency, MEAN, Standard Deviation (S.D.) for questionnaires 2.Content analysis for interview
Output	The results of 2 factors affecting the Personal Growth Initiative of Undergraduate Students at Guangxi Province were obtained from both students and lecturers.

Collect crucial information from undergraduate students and lecturers to use as a foundation for analyzing internal and external factors. This will ultimately improve the personal growth and initiative of undergraduate students at Guangxi Vocational University of Agriculture. And apply the results to a case-based learning instructional model.

Phase 2 was conducted to answer research objective 2: To develop positive experience instructional model to enhance personal growth initiative of undergraduate students.

Research instrument

Conformity Assessment Form of Positive Experience instructional model instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

Designing instrument

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting Personal Growth Initiative from research objective 1.

2. Design handout of Positive Experience Instructional Model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials and 5) Evaluation

3. Design a questionnaire on confirming the appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

4. Present the draft of open-ended interview to the advisors for checking correctness and completion.

5. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

6. Design the conformity assessment form of Positive Experience Teaching Mode Instructional Model.

Data Collection

1. Ask for permission of data collection

2. Collect appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 5 experts using the developed conformity assessment form of Comprehensive instructional model of Positive Experience Teaching Mode and Self-Management Strategy Instructional Model.

Data Analysis

Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%.

Output Phase 2

Positive experience instructional model the appropriateness of which is confirmed by experts for further implementation

Table 3.2 Summary how to conduct research from Phase 2

Topics	Details
Research process	Develop instructional model based on case based learning in terms of accuracy standards. propriety standards, feasibility standards, and utility standards.
Research objectives	To develop Positive Experience instructional model to enhance Personal Growth Initiative of Undergraduate Students at Guangxi Vocational University of Agriculture .
Conduct research	Designing instrument ³ (evaluate the instructional model) Assess the validity by 5 experts (List name from Appendix A)
Target group	5 experts
Instrument	Part 1: Assessor's information Part 2: Assessment of the quality of Positive Experience instructional model on 5-point rating scale basis in 4 aspects 1) Utility Standard 2) Feasibility Standard 3) Propriety Standard and 4) Accuracy Standard. Part 3: Suggestion
Data analysis	Descriptive analysis ,i.e., frequency and percentage. The acceptable items must not be less than 100%.
Output	Assessment of confirm the quality of Positive Experience Instructional Model for enhancing Personal Growth Initiative of Undergraduate Students.

Obtain important information that Positive Experience instructional model in terms of accuracy standards, propriety standards. feasibility standards and utility standards from 5 experts. And take Positive Experience Instructional Model to experiment.

Phase 3 was conducted to answer research objective 3: To study the results of positive experience instructional model to enhance personal growth initiative of undergraduate students.

The details are as follows.

Population and the sample group

Population

The total of 164 freshmen from 4 classes of students with different levels of learning achievements, who enrolled in College Student Mental Health Education Course at Guangxi Agricultural Vocational and Technical University in semester 1 academic year 2023. Those sections involve the following.

Class A: 31 students

Class B: 43 students

Class C: 58 students

Class D: 32 students

The sample group

31 students in class A who enrolled on Mental Health Education course in 1nd semester, academic year 2023 by simple random sampling.

Research Design

Table 3.3 Post test Only Experimental Design

Group	X	T1
Sample Group	Positive experience instructional model	Personal Growth Initiative

X = Positive experience instructional model

T1 = Personal Growth Initiative

Research instruments

1. Lesson plans using positive experience instructional model
2. Rubric scoring form

Designing instrument 1 (Lesson plans)

1. Study contents, objectives, methods of teaching, materials and evaluation
2. Design lesson plans by format
3. Present the lesson plan to the advisors for checking correctness, completion and improvement.
4. Assess the validity of the designed lesson plans by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6 The IOC calculated from the validation measures 1.00.

5. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group.

Designing instrument 2

Study the rubric scoring criteria aligned with personal growth initiative.

Design rubric scoring criteria.

Present the developed rubric scoring criteria to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed rubric scoring criteria by 3 experts through Item-Objective Congruence (IOC) according to the criteria as shown below:

+1 = Sure that the descriptors are related to the issue of assessment

0 = Not sure that the descriptors are related to the issue of assessment

-1 = Sure that the descriptors are not related to the issue of assessment

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

Data Collection

1. Ask for permission of data collection.
2. Collect students' learning outcomes by using posttest after the experiment.

Data Analysis

Categorize students' personal growth initiative according to rubric scoring criteria into their levels descriptor by table 3.4.

Table 3.4 Criteria of interpreting learning outcomes by relative developmental scores

Relative Developmental Scores	Developmental Level
76 - 100	Very High
51 - 75	High
26 - 50	Moderate
0 - 25	Low

Output Phase 3

Results of implementing positive experience instructional model to enhance personal growth initiative of undergraduate students.

Table 3.5 Summary how to conduct research from Phase 3

Topics	Details
Research Process	1. Design lesson plan and rubric scoring form 2. Expert evaluation 3. Do the experiment 4. Categorize students' performance according to rubric scoring criteria into their levels descriptor.
Research objective	To study the result of positive experience instructional model to enhance personal growth initiative of undergraduate students
Research Method	1. Expert evaluation method 2. Experimental teaching method
Research Group	The 50 students in class who enrolled on Mental Health Education course in 1st semester, academic year 2023.
Research Instruments	1. Lesson plans using Positive Experience Instructional model 2. Rubric scoring form
Data Analysis	Categorize students' performance according to rubric scoring criteria into their levels descriptor.
Output	Students' performance according to rubric scoring criteria into their levels descriptor

Obtain important information that develop lesson plans and scoring rubric form to enhance personal growth initiative of undergraduate students in Guangxi Vocational University of Agriculture from 5 experts. And take lesson plans and scoring rubric form to experiment.

Based on relevant literature and research design, Solution-Focused Brief Positive Experience Instructional Model is constructed, as shown in figure 3.1.

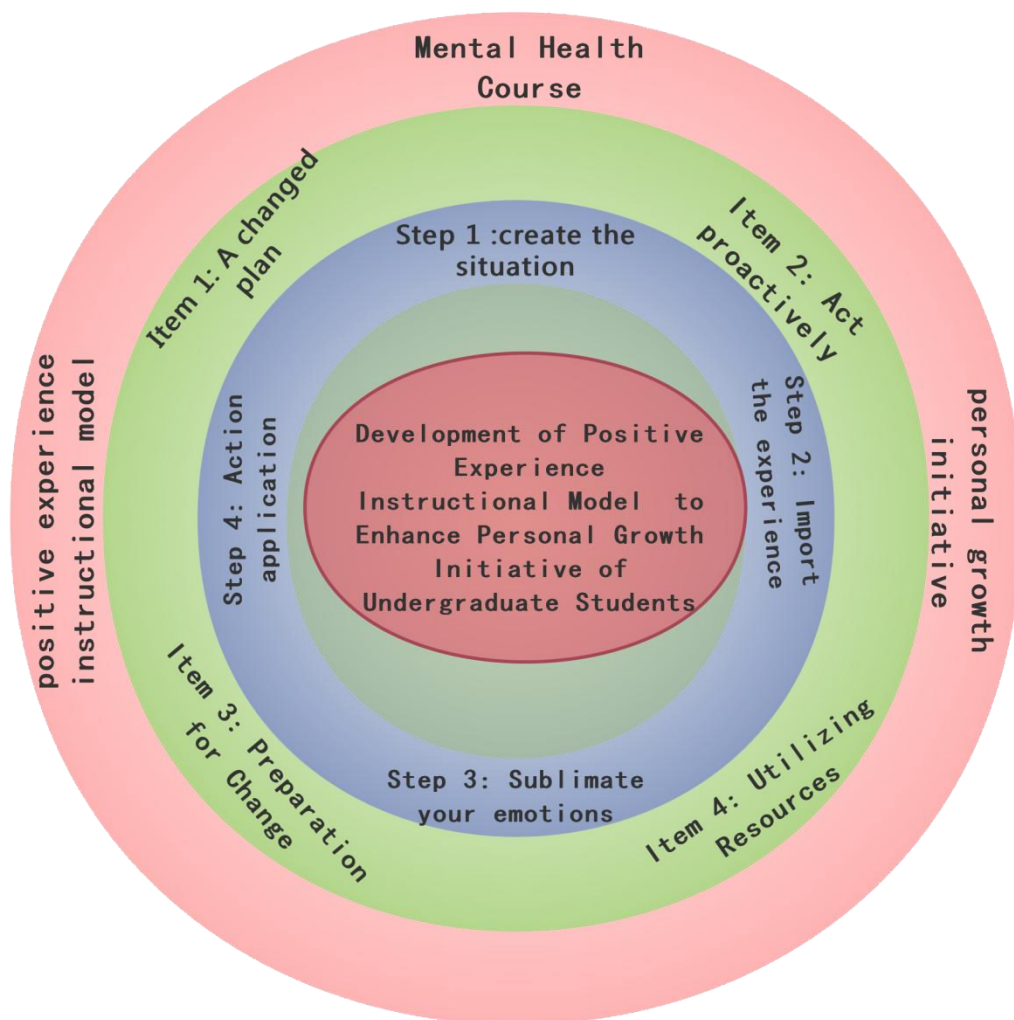


Figure 3.1 Positive Experience Instructional Model

Chapter 4

Results of Analysis

In the study of “Development of Positive experience instructional model to Enhance Personal Growth Initiative of Undergraduate Students”, the researcher studied the documents concerning the following.

Part 1: Analysis results serving objective 1 To study the factors affecting personal growth initiative of undergraduate students in Nanning City.

Part 2: Analysis results serving objective 2 To develop positive experience instructional model to enhance personal growth initiative of undergraduate students at Guangxi Vocational University of Agriculture.

Part 3: Analysis results serving objective 3 To study the results of positive experience instructional model to enhance personal growth initiative of undergraduate students at Guangxi Vocational University of Agriculture.

Data Analysis Results

Part 1: Analysis results serving objective 1 To study examine the factors affecting personal growth initiative of undergraduate students in Nanning City.

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

Table 4.1 Common data of the respondent in overall (N-164)

Data	Frequency	Percentage
Gender		
A. Male	56	34.15
B. Female	108	65.85
Total	164	100
Age		
A. Below 17 yrs.	1	0.61
B. 18-20 yrs.	117	71.34
C. 21-22 yrs.	42	25.61
D. Over 23 yrs.	4	2.44
Total	164	100

From table 4.1 the common data of the respondent in overall the most gender is female, 65.85%. The most age is 18-20, 71.34%.

Table 4.2 The result of questionnaire from students in overview (N=164)

Factors	μ	σ	Level	Ranking
Internal factors (respondents)				
No.1 Students can seize every opportunity that allows to grow in Mental Health Education Course.	4.03	.88	High	3
No.2 Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	4.01	.85	High	4
No.3 Students keep trying to grow personal initiative in Mental Health Education Course.	4.05	.79	High	1
No.4 Students are constantly looking for opportunities to grow in Mental Health Education Course.	3.95	.79	High	10
No.5 Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	3.94	.81	High	6

Table 4.2 (Continued)

Factors	μ	σ	Level	Ranking
No.6 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.80	.85	High	13
No.7 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	3.80	.85	High	14
No.8 Students can recognize when they need to change something about themselves in the Mental Health Education Course.	3.95	.80	High	11
No.9 Students can realize when they ready to change themselves.	3.91	.86	High	12
No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative.	3.68	1.03	High	15
No.11 Students are good at using resources when they was in personal growth initiative	3.82	.90	High	7
No.12 Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	3.99	.80	High	5
No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	3.68	.93	High	8
No.14 Students learn through positive experience to enhance their personal growth initiative.	4.04	.81	High	2
No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in	4.03	.86	High	9

Table 4.2 (Continued)

Factors	μ	σ	Level	Ranking
Mental Health Education Course.				
Total Average	3.87	0.85	High	
external factors				
No.1 Lecturers use a positive experience approach to offer Mental Health Education Courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative..	3.94	.87	High	7
No.2 Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	3.84	.88	High	12
No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	4.04	.80	High	4
No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative.	4.13	.77	High	2
No.5 The lecturers choose suitable materials and emerging network resources.	4.23	.75	High	1
No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students.	4.13	.75	High	3
No.7 Students' families can support each other in times of crisis	4.02	.86	High	5
No.8 Students' families can express their feelings to each other	3.85	.88	High	11

Table 4.2 (Continued)

Factors	μ	σ	Level	Ranking
No.9 Students can feel tolerated by others in the family.	3.88	.94	High	9
No.10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	3.92	.92	High	8
No.11 Students can receive support and assistance from instructors on personal growth initiative in the classroom.	3.86	.87	High	10
No.12 Students can discuss their growth problems with teachers in school.	3.62	.96	High	14
No.13 Students have difficulties getting along with their classmates at school	3.00	1.20	Moderate	15
No.14 Students can care about each other with their classmates in school.	3.98	.82	High	6
No.15 Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	3.71	.88	High	13
Total Average	3.84	0.88	High	

Table 4.2 Indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University of Agriculture overall found at high level ($\mu=3.87$). Considering only each item, it was found that factor No.3 Students keep trying to grow personal initiative in Mental Health Education Course. is the highest mean ($\mu=4.05$), follow factor by Students learn through positive experience to enhance their personal growth initiative by this subject ($\mu=4.04$), and the fewest mean is factor No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative by this subject ($\mu=3.68$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University of Agriculture overall found at high level

($\mu=3.84$). Considering only each item, it was found that factor No.5 The lecturers choose suitable materials and emerging network resources is the highest mean ($\mu=4.23$), follow factor by No.4 The lecturers combine the knowledge and positive experience in Mental Health Education in course to enhance undergraduate students' personal growth initiative ($\mu=4.13$), and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school by this subject ($\mu=3.0$).

Table 4.3 Common data of the Environmental art design Major in Guangxi Vocational University Of Agriculture. (N=31)

Data	Frequency	Percentage
Gender		
A. Male	10	32.30
B .Female	21	62.70
Total	31	100.00
Age		
A. Below 17 yrs.	0	0
B. 18-20 yrs.	20	64.50
C. 21-22 yrs.	11	35.50
D. Over 23 yrs.	0	0
Total	31	100.00

From table 4.3 the common data of the respondent in A. College of Arts and Sciences Kunming University. the most gender is female, 83.3% The most age is 18-20yrs, 64.5%.

Table 4.4 The result of questionnaire from students in Environmental art design Major in Guangxi Vocational University Of Agriculture. (N=31)

Factors	μ	σ	Level	Ranking
Internal factors (respondents)				
No.1 Students can seize every opportunity that allows to grow in Mental Health Education Course.	4.13	.89	High	3
No.2 Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	4.13	.85	High	4
No.3 Students keep trying to grow personal initiative in Mental Health Education Course.	4.23	.76	High	1
No.4 Students are constantly looking for opportunities to grow in Mental Health Education Course.	4.06	.81	High	7
No.5 Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	4.10	.83	High	6
No.6 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.90	.944	High	11
No.7 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	3.65	1.02	High	14
No.8 Students can recognize when they need to change something about themselves in the Mental Health Education Course.	3.97	.80	High	9
No.9 Students can realize when they ready to change themselves.	4.00	.78	High	8

Table 4.4 (Continued)

Factors	μ	σ	Level	Ranking
No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative.	3.61	.96	High	15
No.11 Students are good at using resources when they was in personal growth initiative	3.71	1.01	High	13
No.12 Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	3.94	.85	High	10
No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	3.77	.88	High	12
No.14 Students learn through positive experience to enhance their personal growth initiative.	4.13	.85	High	5
No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course.	4.19	.75	High	2
Total Average	3.97	0.86	High	
No.1 Lecturers use a positive experience approach to offer Mental Health Education courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative..	4.16	.86	High	5
No.2 Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	3.97	.84	High	7

Table 4.4 (Continued)

Factors	μ	σ	Level	Ranking
No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	4.19	.79	High	4
No.4 The lecturers combine the knowledge and positive experience in Mental Health Education in course to enhance undergraduate students' personal growth initiative.	4.29	.78	High	1
No.5 The lecturers choose suitable materials and emerging network resources.	4.29	.74	High	1
No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students.	4.23	.72	High	3
No.7 Students' families can support each other in times of crisis	3.94	.77	High	9
No.8 Students' families can express their feelings to each other	3.71	1.06	High	13
No.9 Students can feel tolerated by others in the family.	3.74	1.06	High	12
No.10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	3.77	1.02	High	11
No.11 Students can receive support and assistance from instructors on personal growth initiative in the classroom.	3.97	.88	High	8
No.12 Students can discuss their growth problems with teachers in school.	3.65	.99	High	14
No.13 Students have difficulties getting along with their classmates at school	3.48	1.15	Moderate	15

Table 4.4 (Continued)

Factors	μ	σ	Level	Ranking
No.14 Students can care about each other with their classmates in school.	4.00	.82	High	6
No.15 Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	3.81	.79	High	10
Total Average	3.95	0.89	High	

Table 4.4 indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=3.97$). Considering only each item, it was found that factor No.3 Students keep trying to grow personal initiative in Mental Health Education Course is the highest mean ($\mu=4.23$), follow by factor No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course ($\mu=4.19$) and the fewest mean is factor No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative is useless. ($\mu=3.61$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=3.95$). Considering only each item, it was found that factor No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative is the highest mean ($\mu=4.29$), follow by factor No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students ($\mu=4.23$) and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school ($\mu=3.48$).

Table 4.5 Common data of the Smart agricultural technology Major in Guangxi Vocational University Of Agriculture. (N=43)

Data	Frequency	Percentage
Gender		
A.Male	19	44.2
B.Female	24	55.8
Total	43	100
Age		
A. below 17 yrs.	0	0
B. 18-20 yrs.	17	39.5
C. 21-22 yrs.	22	51.2
D. over 23 yrs.	4	9.3
Total	43	100

From table 4.5 the common data of the Fine arts Major in Guangxi Vocational University Of Agriculture. the most gender is female, 90%. The most age is 18-20 yrs., 51.2%

Table 4.6 The result of questionnaire from students the Fine arts Major in Guangxi Vocational University Of Agriculture. (N=43).

Factors	μ	σ	Level	Ranking
Internal factors (respondents)				
No.1 Students can seize every opportunity that allows to grow in Mental Health Education Course.	3.81	.96	High	6
No.2 Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	3.74	.88	High	7
No.3 Students keep trying to grow personal initiative in Mental Health Education Course.	3.84	.84	High	5

Table 4.6 (Continued)

Factors	μ	σ	Level	Ranking
No.4 Students are constantly looking for opportunities to grow in Mental Health Education Course.	3.70	.83	High	9
No.5 Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	3.67	.89	High	10
No.6 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.53	.80	High	13
No.7 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	3.65	0.78	High	11
No.8 Students can recognize when they need to change something about themselves in the Mental Health Education Course.	3.91	0.75	High	3
No.9 Students can realize when they ready to change themselves.	3.72	0.91	High	8
No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative.	3.4	1.07	Moderate	15
No.11 Students are good at using resources when they was in personal growth initiative	3.63	0.82	High	12
No.12 Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	3.91	0.75	High	4
No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	3.51	0.96	High	13

Table 4.6 (Continued)

Factors	μ	σ	Level	Ranking
No.14 Students learn through positive experience to enhance their personal growth initiative.	4	0.82	High	1
No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course.	3.95	0.93	High	2
Total Average	3.88	0.85	High	
external factors				
No.1 Lecturers use a positive experience approach to offer Mental Health Education Courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative..	3.84	0.92	High	8
No.2 Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	3.74	0.85	High	12
No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	4.02	0.77	High	4
No.4 The lecturers combine the knowledge and positive experience in mental education in course to enhance undergraduate students' personal growth initiative.	4.12	0.66	High	2
No.5 The lecturers choose suitable materials and emerging network resources.	4.23	0.78	High	1

Table 4.6 (Continued)

Factors	μ	σ	Level	Ranking
No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students.	4.09	0.78	High	3
No.7 Students' families can support each other in times of crisis	4	0.95	High	5
No.8 Students' families can express their feelings to each other	3.77	0.95	High	10
No.9 Students can feel tolerated by others in the family.	3.95	0.87	High	7
No.10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	3.79	1.06	High	9
No.11 Students can receive support and assistance from instructors on personal growth initiative in the classroom.	3.77	0.84	High	11
No.12 Students can discuss their growth problems with teachers in school.	3.53	0.94	High	13
No.13 Students have difficulties getting along with their classmates at school	2.79	1.04	Moderate	15
No.14 Students can care about each other with their classmates in school.	3.98	0.77	High	6
No.15 Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	3.49	1.01	Moderate	14
Total Average	3.80	0.88	High	

Table 4.6 indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=3.88$). Considering only each item, it was found that factor No.14

Students learn through positive experience to enhance their personal growth initiative is the highest mean ($\mu=4.0$), follow by factor No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course ($\mu=3.95$) and the fewest mean is factor No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative is useless. ($\mu=3.4$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=3.80$). Considering only each item, it was found that factor No.5 The lecturers choose suitable materials and emerging network resources is the highest mean ($\mu=4.23$), follow by factor No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative ($\mu=4.12$) and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school ($\mu=2.79$).

Table 4.7 Common data of the Chinese international education Major in Guangxi Vocational University Of Agriculture. (N=58)

Data	Frequency	Percentage
Gender		
Male	15	25.90
B. Female	43	74.10
Total	58	100.00
Age		
A. Below 17 yrs.	0	0
B. 19-20 yrs.	52	89.70
C. 21-22 yrs.	6	10.30
D. Over 23 yrs.	0	0
Total	30	100.00

From table 4.7 the common data of Chinese international education Major in Guangxi Vocational University Of Agriculture. the most gender is female, 90%. The most age is 18-20 yrs, 89.7%

Table 4.8 The result of questionnaire from students in the Chinese international education Major in Guangxi Vocational University Of Agriculture. (N=58)

Factors	μ	σ	Level	Ranking
Internal factors				
No.1 Students can seize every opportunity that allows to grow in Mental Health Education Course.	4.12	0.82	High	3
No.2 Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	4.1	0.83	High	4
No.3 Students keep trying to grow personal initiative in Mental Health Education Course.	4.16	0.77	High	1
No.4 Students are constantly looking for opportunities to grow in Mental Health Education Course.	4.03	0.77	High	8
No.5 Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	4.03	0.77	High	9
No.6 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.97	0.88	High	13
No.7 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	4.02	0.78	High	11
No.8 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.97	0.88	High	13

Table 4.8 (Continued)

Factors	μ	σ	Level	Ranking
No.9 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	4.02	0.78	High	11
No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative.	3.95	0.93	Moderate	14
No.11 Students are good at using resources when they was in personal growth initiative	4.02	0.87	High	12
No.12 Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	4.09	0.76	High	5
No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	3.81	1.00	High	15
No.14 Students learn through positive experience to enhance their personal growth initiative.	4.14	0.83	High	2
No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course.	4.09	0.90	High	6
Total Average	4.04	0.84	High	
No.1 Lecturers use a positive experience approach to offer Mental Health Education Courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative.	3.97	0.92	High	11

Table 4.8 (Continued)

Factors	μ	σ	Level	Ranking
No.2 Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	3.9	0.93	High	13
No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	4.05	0.87	High	6
No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative.	4.26	0.76	High	2
No.5 The lecturers choose suitable materials and emerging network resources.	4.36	0.67	High	1
No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students.	4.26	0.74	High	3
No.7 Students' families can support each other in times of crisis	4.21	0.83	High	4
No.8 Students' families can express their feelings to each other	4.07	0.79	High	5
No.9 Students can feel tolerated by others in the family.	4.05	0.94	High	7
No.10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	4.05	0.85	High	8
No.11 Students can receive support and assistance from instructors on personal growth initiative in the classroom.	3.98	0.83	High	10

Table 4.8 (Continued)

Factors	μ	σ	Level	Ranking
No.12 Students can discuss their growth problems with teachers in school.	3.78	0.96	High	14
No.13 Students have difficulties getting along with their classmates at school	3.12	1.37	Moderate	15
No.14 Students can care about each other with their classmates in school	4.05	0.80	High	9
No.15 Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	3.91	0.82	High	12
Total Average	4.0	0.87	High	

Table 4.8 indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=4.04$). Considering only each item, it was found that factor No.3 Students keep trying to grow personal initiative in Mental Health Education Course is the highest mean ($\mu=4.16$), follow by factor No.14 Students learn through positive experience to enhance their personal growth initiative. ($\mu=4.14$) and the fewest mean is factor No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned is useless. ($\mu=3.81$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=4.0$). Considering only each item, it was found that factor No.5 The lecturers choose suitable materials and emerging network resources is the highest mean ($\mu=4.36$), follow by factor No.4 The lecturers combine the knowledge and positive experience in Mental Health Education in course to enhance undergraduate students' personal growth initiative ($\mu=4.26$) and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school ($\mu=3.12$).

Table 4.9 Common data of the Smart agricultural technology Major in Guangxi Vocational University Of Agriculture. (N=32)

Data	Frequency	Percentage
Gender		
A. Male	12	37.50
B. Female	20	62.50
Total	32	100.00
Age		
A. below 17 yrs.	1	3.10
B. 18-20 yrs.	28	87.50
C. 21-22 yrs.	3	9.40
D. over 23 yrs.	0	0
Total	32	100.00

From table 4.9 the common data of Smart agricultural technology Major in Guangxi Vocational University Of Agriculture. the most gender is female, 62.5%. The most age is 18-20 yrs, 87.5%.

Table 4.10 The result of questionnaire from students in the Smart agricultural technology Major in Guangxi Vocational University Of Agriculture. (N- 32)

Factors	μ	σ	Level	Ranking
Internal factors				
No.1 Students can seize every opportunity that allows to grow in Mental Health Education Course.	4.06	0.88	High	2
No.2 Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	4.09	0.82	High	1
No.3 Students keep trying to grow personal initiative in Mental Health Education Course.	4	0.76	High	3

Table 4.10 (Continued)

Factors	μ	σ	Level	Ranking
No.4 Students are constantly looking for opportunities to grow in Mental Health Education Course.	4	0.72	High	5
No.5 Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	3.97	0.70	High	6
No.6 Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	3.75	0.72	High	12
No.7 Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	3.75	0.80	High	13
No.8 Students can recognize when they need to change something about themselves in the Mental Health Education Course.	3.81	0.82	High	10
No.9 Students can realize when they ready to change themselves.	3.84	0.85	High	8
No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative.	3.63	1.01	High	14
No.11 Students are good at using resources when they was in personal growth initiative	3.81	0.90	High	11
No.12 Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	4	0.80	High	4
No.13 Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	3.59	0.80	High	15

Table 4.10 (Continued)

Factors	μ	σ	Level	Ranking
No.14 Students learn through positive experience to enhance their personal growth initiative.	3.84	0.72	High	9
No.15 Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course.	3.87	0.79	High	7
Total Average	3.87	0.80	High	
external factors				
No.1 Lecturers use a positive experience approach to offer Mental Health Education Courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative.	3.81	0.69	High	4
No.2 Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	3.75	0.88	High	10
No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	3.91	0.73	High	1
No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative.	3.78	0.83	High	8
No.5 The lecturers choose suitable materials and emerging network resources.	3.91	0.78	High	2
No.6 The textbook provides a positive psychology orientation, a sense of	3.87	0.71	High	3

Table 4.10 (Continued)

Factors	μ	σ	Level	Ranking
experience cases and materials to useful for students.				
No.7 Students' families can support each other in times of crisis	3.78	0.83	High	9
No.8 Students' families can express their feelings to each other	3.72	0.77	High	11
No.9 Students can feel tolerated by others in the family.	3.81	0.78	High	5
No.10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	3.81	0.86		
No.11 Students can receive support and assistance from instructors on personal growth initiative in the classroom.	3.66	0.97	High	12
No.12 Students can discuss their growth problems with teachers in school.	3.44	0.95	Moderate	14
No.13 Students have difficulties getting along with their classmates at school	2.59	0.98	Moderate	15
No.15 Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	3.56	0.80	High	13
Total Average	3.68	0.83	High	

Table 4.10 indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=4.04$). Considering only each item, it was found that factor No.3 Students keep trying to grow personal initiative in Mental Health Education Course is the highest mean ($\mu=4.16$), follow by factor No.14 Students learn through positive experience to enhance their personal growth initiative. ($\mu=4.14$) and the fewest mean is factor No.13 Students feel that homework or project work assigned by

lecturers and students can help students better apply the knowledge they have learned is useless. ($\mu=3.81$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu=3.68$). Considering only each item, it was found that factor No.3 The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course is the highest mean ($\mu=3.91$), follow by factor No.6 The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students ($\mu=3.81$) and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school ($\mu=2.59$).

The lecturers interview analysis results

The researchers interviewed a total of 3 lecturers, each from 3 lecturers who were teaching Mental Health Education course from Guangxi Arts University, Guangxi technological College of machinery and electricity and Guangxi Nanning technological College. The amount of lecturers' university by table by table 4.11

Table 4.11 Common data of the respondents in overall (N=3)

Data	Frequency	Percentage
Gender		
A.Male	1	33.30
B. Female	2	66.70
Total	3	100.00
experience teaching		
below 3 yrs.	0	0
A.4-6 yrs.	1	33.30
B.7- 9 yrs.	0	0
C.over 10 yrs.	2	66.70
Total	3	100.00
Age		
A. below 25 yrs.	0	0
B. 26-30 yrs.	0	0
C. 31-35 yrs.	1	33.30
D. over 35 yrs.	2	66.70
Total	3	100.00

From table 4.11 the common data of the respondents in Nanning city. The most gender is female, 66.66%, the most Experience teaching is over 10 yrs, 66.7%, the most age is over 35 yrs, 66.7%.

Interview Lecturers Results

After the results from interview with the 3 lecturers, the factors affecting students' learning achievement can be concluded as follows.

Internal Factors

Physical :

Lecturers and students unanimously believe that both students and lecturers can actively participate in teaching. For instructors, it is important to design classroom activities that allow all students to have a sense of participation and experience, and to enable students to have a positive experience through the experience.

2) Teachers should consciously collect a large amount of learning materials that are closely related to classroom teaching, and resonate with students with different backgrounds and experiences during the teaching process.

3) Before starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities.

Psychological:

1) Students have certain misunderstandings about mental health issues and may adopt avoidance coping strategies when encountering issues related to mental health. Teachers should guide students to have the ability to face and accept mental health problems, and be willing to actively solve mental health problems in daily life.

2) Teachers and students need to develop a sense of identification with their proactive growth in order to actively participate in learning.

External Factors

Social environment: All three lecturers advocate for an interactive and positive learning environment. They encourage group collaborative learning, student evaluation, and collaborative projects, believing that these methods can enhance students' social interaction, team collaboration skills, and generate a sense of participation.

Materials: Each instructor uses various teaching materials, including textbooks and online learning resources. These materials are used to enhance students' interest

in learning and provide them with pioneering materials to help broaden their background knowledge.

Teaching method: The three lecturers mainly use the teacher's teaching method, combined with group discussions and homework demonstrations.

Class size: Although not mentioned in the interview, it is understood that the classes taught by the three teachers are all based on a large class instructional model, with over 50 students in each class. Therefore, everyone believes that the class size is too large and affects the effectiveness of classroom teaching. Small class teaching can bring more personalized attention and interactive learning experiences, which is more conducive to increasing students' sense of experience and participation.

Evaluation: All three lecturers are evaluated through exams. Two of the instructors also used classroom Q&A, group points, mid-term exams, and assignments to measure students, as they believed that multiple evaluation methods could reflect students' learning outcomes to a certain extent, but lacked corresponding data evidence support. A lecturer measures mental health knowledge through memory.

After analyzing data collected from both groups of informants, the researcher synthesizes those factors dividing them into 2 main types – internal and external factors as shown in table 4.12 below.

Table 4.12 Summary of factors affecting students personal growth initiative achievement.

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
1) Students keep trying to grow personal initiative in Mental Health Education Course.	1)The lecturers choose suitable materials and emerging network resources.	1)Physical: Lecturers unanimously believe that both students and lecturers can actively participate in teaching. For instructors, it is important to design classroom activities that allow all students to have a sense of participation and experience, and to enable students to have a positive experience through the experience	1) All three lecturers advocate for the development of positive experience instructional models.	1)Lecturers should consciously collect a large amount of learning materials, learn more knowledge before teaching students, and develop teaching methods that satisfy students	1)Traditional instructional models cannot provide students with a positive experience, and more effective instructional models need to be developed.

Table 4.12 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
2) Students learn through positive experience to enhance their personal growth initiative.	2) The lecturers combine the knowledge and positive experience in Mental Health Education in course to enhance undergraduate students' personal growth initiative.	2)Physical: Teachers should consciously collect a large amount of learning materials that are closely related to classroom teaching, and resonate with students with different backgrounds and experiences during the teaching process	2) The lecturers mainly adopts a teaching method dominated by teacher lectures, combined with group discussions, interactions, and demonstrations.	2) The students are very interested in personal growth initiative. Lecturers are prepared for teaching, and both students and teachers can actively participate in teaching..	2) Insufficient teaching methods lead to students' lack of interest and participation in the classroom

Table 4.12 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
3) Students can seize every opportunity that allows to grow in Mental Health Education Course.	3) The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students	3) Physical: Before starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities	3) The lecturers all use textbooks, including textbooks and online learning resources.	3) Lecturers should guide students to develop their initiative in self growth and be willing to actively explore themselves after class. The plan, approach, and available support for growth.	3) Students do not have more ways to find knowledge and guidance to help themselves grow, and the support that teachers can provide in classroom teaching is also limited

Table 4.12 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
4) Students can actively try to improve myself personal growth initiative in Mental Health Education Course .	4)The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	4) Psychological: Students have certain misunderstandings about mental health issues and may adopt avoidance coping strategies when encountering issues related to mental health. Teachers should guide students to have the ability to face and accept mental health problems, and be willing to actively solve mental health problems in daily life.	4) Lecturers all believe that the small class instructional model brings more personalized attention and interactive participation experience, which is more conducive to students' experience acquisition.	4) Before starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities, and provide support and guidance for their self growth in class and after class.	4) The teaching content is difficult to truly guide and support the application strategies in daily life. Small class teaching mode can bring more personalized attention and interactive experience

Table 4.12 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
5) Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	5) Students' families can support each other in times of crisis.	5) Psychological :Teachers and students need to develop a sense of identification with their proactive growth in order to actively participate in learning	5) The evaluation method is relatively traditional and cannot comprehensively evaluate students' learning outcomes, especially the application of mental health knowledge in their daily lives.	5) Students have higher requirements for teachers' teaching methods and hope for more interaction and guidance	5) The evaluation method is not comprehensive enough

From table 4.12 Indicates that all internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall are generally found at students realize that the students are very interested in personal growth initiative. Be prepared for teaching, and both students and teachers can actively participate in teaching. Lecturers should consciously collect a large amount of learning materials, learn more knowledge before teaching students, and develop teaching methods that satisfy students. The students are very interested in personal growth initiative. Lecturers are prepared for teaching, and both students and teachers can actively participate in teaching. Lecturers should guide students to develop their initiative in self growth and be willing to actively explore themselves after class. The plan, approach, and available support for growth. Before

starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities and provide support and guidance for their self growth in class and after class. Students have higher requirements for teachers' teaching methods and hope for more interaction and guidance.

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall are generally found at traditional instructional models cannot provide students with a positive experience, and more effective instructional models need to be developed. Insufficient teaching methods lead to students' lack of interest and participation in the classroom. Students do not have more ways to find knowledge and guidance to help themselves grow, and the support that teachers can provide in classroom teaching is also limited. The teaching content is difficult to truly guide and support the application strategies in daily life. Small class teaching mode can bring more personalized attention and interactive experience. The evaluation method is not comprehensive enough.

Part 2 Analysis results serving objective 2 To develop positive experience instructional model to enhance personal growth initiative of undergraduate students.

To serve objective 2, the collected data of confirming the appropriateness of 5 components of instructional model are analyzed in 4 areas, i.e. utility, feasibility, propriety, and accuracy and presented by frequency and percentage of the specialists as shown in table and description below.

Table 4.13 Frequency and percentage of confirmability of utility, feasibility, propriety, and accuracy of the instructional model components in 5 areas by specialists.

No.	Components of Instructional model of personal growth initiative	Opinion of the Specialists															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle and Rationale	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
2	Objectives	5	100	5	0	5	100	5	0	5	100	5	0	5	100	5	0
3	Contents	5	100	5	0	5	100	5	0	5	100	5	0	5	100	5	0
4	Methods of Teaching & Materials	5	100	5	0	5	100	5	0	5	100	5	0	5	100	5	0
5	Evaluation	5	100	5	0	5	100	5	0	5	100	5	0	5	100	5	0

From table 4.13 the confirmability of each component of the instructional model by 5 specialists 100 % all.

Principle and rationale

The utility of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists

Objectives

The objectives of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists.

Contents

The contents of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists.

Methods of Teaching & Materials

The methods of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists.

Evaluation

The evaluation of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists.

Part 3: Analysis results serving objective 3 To study the results of positive experience instructional model to enhance personal growth initiative of undergraduate students

Objective 3: Through the positive experience instructional model specified in Chapter 3, report student performance based on evaluation criteria using tables and descriptive analysis, and obtain analysis results.

Personal Growth Initiative over all 16 Standards

Table 4.13 Students' Performance Results on Basis of Analytic and Holistic Rubric-Score Assessment through Solution-Focused Brief Therapy and Experiential Teaching instructional model

All 16 standards of Personal Growth Initiative

Table 4.14 Student grades based on analysis and overall evaluation using a positive experience instructional model

Aspects of assessment	\bar{X}	SD	Interpretation of quality level	Rank
Planfulness	19.00	2.66	Excellent	1
Intentional Behavior	15.10	2.63	Excellent	2
Readiness for Change	15.00	2.12	Excellent	3
Usingresources	11.48	1.96	Excellent	4
Average	15.15	2.34	Excellent	

Table 4.14 Indicates that after implementing positive experience instructional model, students' performance assessed by analytic at Excellent level ($\mu=15.15$) and holistic rubric-scoring at Excellent level. For analytic results, Planfulness is the aspect the students can develop most obviously followed by Intentional Behavior Readiness for Change and Usingresources.

Table 4.15 Student personal growth initiative Score (Summary Level: All 16 Standards of Personal Growth Initiative) Improved through Solution Centered Short Therapy and Experiential instructional model

Score	Grade
64 -80	Excellent
48 -63	Good
32 - 47	Medium
16 - 31	Pass
Less than 16	Poor

Summary the level: Personal growth initiative over all 16 Standards

Development level	Frequency	Percentage
Excellent	13	42.00
Good	16	52.00
Medium	2	6.00
Pass	0	0.00
Poor	0	0.00

From table 4.15, it can be seen that most of the students (94%) showed good personal growth initiative. Among them, 13 were excellent (42%), 16 were good (52%), and 2 were average (6%). No student had a poor level of personal growth initiative.

Overall, it can be seen from table 4.15 that after implementing the positive experience instructional model, the majority of students (94%) showed an improvement in their personal growth initiative. This result is consistent with the research hypothesis that after implementing a positive experience instructional model, students' overall personal growth initiative will increase by 80% (at a good or higher level). Therefore, we can conclude that the positive experience instructional model is effective in enhancing students' personal growth initiative.

Table 4.16 Relative Developmental Score of Students' personal growth initiative (Criteria to evaluate 1. Planfulness) Enhancement Through Positive experience instructional model:

Criteria to evaluate item 1. Planfulness

Standard 1 :Setting a realistic goal for what kind of person you want to become

Standard 2: Knowing how to develop a practical and feasible plan to change oneself

Standard 3: When you want to change oneself, you will develop a reasonable plan

Standard 4: Knowing how to set reasonable goals in the process of changing oneself

Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself

Score	Grade
21 - 25	Excellent
16 - 20	Good
10 - 15	Moderate
5 - 9	Pass
Less than 5	Poor

Summary the level item 1 Planfulness

Development level	Frequency	Percentage
Excellent	9	29%
Good	18	58%
Medium	4	13%
Pass	0	0%
Poor	0	0%

From Table 4.16, most students (87%) have achieved a good or excellent level of Psychological knowledge, exceeding the expected 80% in the research hypothesis. This indicates that the positive experience instructional model is effective in enhancing students' personal growth initiative.

Table 4.17 Relative Developmental Score of Students' personal growth initiative (Criteria to evaluate Readiness for Change) Enhancement Through Positive experience instructional model :

Standard 1: Whether one can seize every opportunity to grow oneself

Standard 2: Actively strive to improve oneself

Standard 3: Continuously striving for growth

Standard 4: Continuously seeking opportunities for growth

Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Summary the level item 2 Intentional Behavior

Development level	Frequency	Percentage
Excellent	8	26%
Good	18	58%
Medium	5	16%
Pass	0	0%
Poor	0	0%

From Table 4.17, most students (84%) have achieved a good or excellent level of Psychological knowledge, exceeding the expected 82% in the research hypothesis. This indicates that the positive experience instructional model is effective in enhancing students' personal growth initiative.

Table 4.18 Relative Developmental Score of Students' personal growth initiative
(Criteria to evaluate Readiness for Change) Enhancement Through Positive
experience instructional model :

Standard 1: Using resources

Standard 2: Knowing which aspects of oneself need to be changed

Standard 3: When it is necessary to make some changes to oneself, one can be aware of it

Standard 4: Knowing when to make the most appropriate adjustments to oneself

Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Summary the level item 3 Readiness for Change

Development level	Frequency	Percentage
Excellent	6	19%
Good	20	65%
Medium	5	16%
Pass	0	0%
Poor	0	0%

From table 4.18, most students (84%) have achieved a good or excellent level of Psychological knowledge, exceeding the expected 80% in the research hypothesis. This indicates that the positive experience instructional model is effective in enhancing students' personal growth initiative.

Table 4.19 Relative Developmental Score of Students' personal growth initiative (Criteria to evaluate Usingresources) Enhancement Through Positive experience instructional model :

Standard 1: When encountering problems during the growth process, one will proactively seek help from others

Standard 2: Be adept at utilizing various resources during the growth process

Standard 3: Seeking help from others in the process of striving to change oneself

Score	Grade
13 -15	Excellent
10 -12	Good
7 - 9	Moderate
4 - 6	Pass
Less than 4	Poor

Summary the level item 4 Usingresources

Development level	Frequency	Percentage
Excellent	10	32%
Good	17	55%
Medium	4	13%
Pass	0	0%
Poor	0	0%

From table 4.19, most students (87%) have achieved a good or excellent level of Psychological knowledge, exceeding the expected 88% in the research hypothesis. This indicates that the positive experience instructional model is effective in enhancing students' personal growth initiative.

Chapter 5

Conclusion, Discussion and Recommendations

The result in the study of “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students”, the researcher presented the documents concerning the following.

Conclusion

1. The factors to enhance undergraduate students’ personal growth Initiative of undergraduate students in Guang Xi Province were internal and external factors from students and lecturers. The former included students’ awareness and experience, psychological; external factors included teacher and environment.

2. Positive experience instructional model to improve personal growth initiative of undergraduate students included 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists.

3. The results of positive experience teaching model to enhance personal growth initiative of undergraduate students have been effectively improved. Data presentation, 94% of the students had good initiative of self-development. Among them, 13 students were excellent (42%), 16 were good (52%). personal growth Initiative have improved by over 80% (good level). The research hypothesis is valid.

Discussion

1.The factors to enhance undergraduate students’ personal growth Initiative of undergraduate students in Guang Xi Province were internal and external factors from students and lecturers. The former included students’ awareness and experience, psychological; external factors included teacher and environment. are as follows.

1. Students’ awareness and experience

1) The results of the student questionnaire survey found that it is very important for students to have the awareness of active growth in the Mental Health

Education Courses for college students. If we can guide and cultivate students' awareness of self growth initiative before and during the course, they will have a stronger awareness of self growth. Otherwise, students may not realize that their growth requires active participation. At the same time, whether the classroom can provide students with the connection between their past experiences and new positive experiences is also an important factor affecting whether students can actively grow in the classroom. If students can connect the positive experiences they have gained in the classroom with their past experiences, then these positive experiences can help students to grow more actively in the future.

2) The interviews with the three lecturers all believe that for teachers, it is important to design classroom activities that allow all students to have a sense of participation and experience, and enable students to gain positive experiences through experience. It is also necessary to consciously collect a large amount of learning materials closely related to classroom teaching, and ensure that these materials are understandable and enjoyable for students, and can resonate with students from different backgrounds and experiences during the teaching process.

2. Psychological factors of students

1) The results of student questionnaire and lecturer interview show that students' consciousness, motivation and past experience will affect their self-development initiative. If students like this course, they will work harder to actively participate in classroom activities and have a stronger willingness to achieve personal growth in the classroom. In addition, if they can get more explicit guidance in the classroom to help them combine their positive classroom experience with their past experience, they will be willing to spend more time exploring the content of self-development in the future, and their mental health level will also be improved.

2) Three interviewed lecturers mentioned that most students have certain misunderstandings about mental health issues and may adopt avoidance strategies when encountering issues related to mental health. Teachers should guide students to have the ability to face and accept mental health issues, and be willing to actively solve mental health problems in the classroom and daily life. Teachers and students need to cultivate a sense of identification with their positive growth in order to actively participate in learning.

3. Teacher

1) **Instructional model:** The three interviewees adopted the experiential teaching mode, combined with cooperative teaching and traditional teaching methods.

2) **Teaching methods:** The lecturers interviewed all believed that the traditional teaching mode focused on the output of theoretical knowledge, and teachers focused on making students remember more knowledge, which might be appropriate for some courses, but not for mental health courses. As a course of College Students' mental health, it is to enable students to understand the basic laws of human mental health. At the same time, human psychology is very unique. It also needs to help students understand themselves and become better themselves.

Therefore, the teaching mode of positive experience can become a bridge between theoretical knowledge and students' personal past experience. On the one hand, it can make students feel the positive classroom experience, on the other hand, it should help students understand the past experience with the positive experience in the classroom, and have the power to make changes in the future.

3) **Teachers' personal characteristics:** whether students like a teacher largely affects students' love and devotion to the course. In most cases, teachers who are more humorous, more serious, more interactive and willing to listen to students are more popular. Students are also more willing to invest interest in such a classroom organized by teachers.

4. Environment

1) **Textbooks:** the textbooks of mental health courses used by universities in Guangxi are generally recommended by the Education Department of Guangxi or independently compiled by colleges and universities. In addition, teachers usually combine various video resources and content related literature on the Internet.

2) **Class size:** the three lecturers interviewed all recognized the teaching effect of small class teaching. However, limited by the actual conditions of different schools, such as the shortage of teachers and the tension in classrooms, many universities use large classes (50-120 students) for teaching. In order to better carry out teaching, many teachers will choose to divide students into groups and carry out

classroom activities. Maybe it explained that the student questionnaire got moderate ($\mu=3.49$).

3) **Teaching cases and activities:** both the interviewed students and teachers value the cases selected by teachers and the classroom and classroom activities organized. It is believed that cases close to current events and life can arouse students' interest and participation, and selecting more popular cases and materials can more easily resonate with students. At the same time, the popular material content among students is also a part of students' current psychology and thoughts.

4) **Teaching measurement and evaluation:** lecturers believe that the evaluation criteria of Mental Health Education Course include: mastery of basic mental health knowledge, participation in the classroom, satisfaction with the course, ability of solving problems in life with psychological knowledge, and students' growth desire.

Positive experience instructional model to improve personal growth initiative of undergraduate students included 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 5 specialists.

2. Positive experience instructional model to improve personal growth initiative of undergraduate students was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists. according to

2.1 Principles and rational. The practicability, feasibility, appropriateness and accuracy of the principles and principles of this mode have been unanimously recognized by experts, which shows that the principles and principles of the positive experiential teaching mode are robust and have a relatively solid theoretical foundation. This teaching mode is conducive to improving students' initiative of self-development, and provides effective theoretical support for it.

2.2 Objectives. The teaching goal of this mode has been unanimously recognized by five experts. A clear teaching goal is the premise of achieving teaching effect. The clarity and clarity of the teaching objectives of this mode can improve students' self-development initiative.

2.3 Teaching methods and materials. The content and materials of the positive experiential teaching mode have been unanimously recognized by experts. The well-designed positive experiential teaching activities and positive and easy learning experience have good adaptability with the teaching mode, which can effectively promote the improvement of students' self-development initiative.

2.4 Evaluation. The evaluation part has been unanimously recognized by experts, emphasizing the accuracy and effectiveness of the evaluation and cooperation mechanism in improving students' self-growth initiative, which can effectively feedback students' self-growth initiative.

In short, the experts unanimously recognized the practicability, feasibility, appropriateness and accuracy of the positive experiential teaching mode, indicating that the robustness and adaptability of the mode, if successfully implemented, can effectively improve students' self-development initiative.

3. The results of positive experience teaching model to enhance personal growth initiative of undergraduate have improved by over 80% (good level). The research hypothesis is valid.

Through experiments, the personal growth initiative of undergraduate students has been effectively improved. Data presentation, 94% of the students had good initiative of self-development according to.

After the implementation of the positive experiential teaching mode, students' self-development initiative has been effectively improved. 94% of the students have good initiative of self-development. Among them, 13 were excellent (42%), 16 were good (52%). The positive experiential teaching mode emphasizes positive experience, classroom participation and the combination with personal past experience, integrates the inspiration and guidance for personal growth into classroom activities, pays attention to personal past experience and advantages, stimulates students' expectations for their own future, and encourages students to connect the positive experience obtained in the classroom with personal experience, and apply it to solve practical problems in learning and life. Therefore, on the one hand, the positive experiential teaching mode can help students understand the current problems, on the other hand, it can help students better explain their past experience, and also have a positive impact on future learning and life.

After entering the University, freshmen often have many puzzles about university planning and personal growth, and do not know how to make a plan suitable for themselves to make their college life more valuable and meaningful. Therefore, teaching methods such as scenario play, case analysis, group discussion and sharing the experience of senior students are adopted in the course to help students understand that it is a very normal thing to have confusion about personal growth in the freshman stage. Everyone will have such a stage to share personal anxiety and confusion through communication and exchange, so as to find feasible growth plans and directions. Data show that most students (87%) have achieved good or excellent plan preparation. It can be seen that the teaching mode effectively helps students to have a better ability to plan and prepare.

College freshmen are in a brand-new and unfamiliar environment. They have to face brand-new interpersonal relationships and life and learning challenges. It is an important ability to take the initiative to change their behavior when encountering difficulties. Therefore, under the guidance of the concept of positive experiential teaching mode, the classroom will set up many behaviors and classroom activities to stimulate students' initiative, so that students can experience the sense of achievement of active completion under the "passive" requirements, so they have the motivation to continue active behavior. The data shows that through the experiment, most students (84%) have reached a good or excellent level of active behavior ability. By providing positive experience, the teaching mode helps students establish self-confidence in active behavior and enhance students' initiative to grow in the future.

Most freshmen are willing to change. Although freshmen have many puzzles about their study and life in University, they also have a strong desire to change. At the same time, their strong willingness to change corresponds to their confusion about the Readiness for Change. They have a clear willingness to change, but they are very vague about what needs to be changed and how to make it. Therefore, the course will design a large number of cases about the problems that need to be dealt with in college life, and help students understand the Readiness for Change through case analysis, situational experience and other ways. The data shows that through the experiment, most students (84%) have achieved good or excellent planning preparation level after the experiment.

It is very important to learn to use the resources around you in the process of self growth. Learning to use resources is not easy for many students in the new era, because they often have greater fear of interpersonal communication and asking for help, and are more used to dealing with all problems by themselves. In view of this situation, the course has designed many contents that need small team cooperation and communication with strangers to help students break the psychological defense line of seeking resources from the outside world, experience the sense of achievement of asking for help and the pride of helping others, and establish the confidence and ability to discover and use resources. The data shows that through the experiment, most students (87%) have reached a good or excellent level of resource utilization after the experiment.

To sum up, the change plan, active preparation, change preparation and resource utilization are important dimensions of students' self-development initiative, which have important contributions to the improvement of students' mental health level. Experiments show that most students (892%) have achieved good or excellent self-development initiative through the implementation of positive experiential teaching mode.

Recommendations

The findings from the present study bring two fold suggestions: applicability of the results and future research.

Applicability of the results

The concept of positive experiential teaching comes from positive psychology, and the teaching method comes from experiential teaching. Therefore, the difference between positive experiential teaching and other teaching modes is that it focuses on students' positive experience, including creating positive experience for students in the classroom, and helping students apply the positive experience they experience in the classroom to understand their past experience, It can become the driving force and source of confidence for a positive life in the future.

First of all, for students, the positive experiential teaching mode applied in the Mental Health Education Course can provide students with positive experience, get a good sense of experience and participation in the classroom, and build a

psychological concept of actively coping with learning and life. At the same time, students can connect this experience with their past experience, explain their past experience in a more positive way, find positive experience, and have more motivation to face it with positive experience in their future study and life, so as to achieve good personal growth.

Secondly, for mental health teachers, the positive experiential teaching mode can break the traditional teaching method of "theory teaching" as the center. Starting from students' real life and past experience, it can better mobilize students' resonance and sense of participation in the classroom. At the same time, through experiential teaching activities such as situational experience and group cooperation, it can better create a classroom atmosphere and help students apply theoretical knowledge to life, improve the effectiveness of teaching effect.

Third, for universities, the positive experiential teaching mode can be applied in many courses that need to cultivate ability and experience. Most of the courses in modern universities involve the theoretical part and the practical part. The application of positive experiential teaching mode in the practical part can improve students' sense of experience and participation. From the perspective of students' past experience, teachers can also be inspired to take into account the actual needs of different students as much as possible in the course design of the theoretical part, so as to improve the overall teaching quality and effect.

Future research

1. further improve the positive experiential teaching mode

The positive experiential teaching mode is a teaching mode with high requirements for teachers. Teachers' understanding and application of the teaching mode have a very important impact on the teaching effect. To improve the popularization and application of the teaching mode, on the one hand, we need to further build the explicit framework such as the implementation steps of the evening teaching mode, on the other hand, we also need to strengthen the training of teachers to help teachers better understand and apply this teaching mode.

2. Optimize the teaching application for students with different backgrounds

The results of this study show that this teaching mode is positive and effective for improving students' self-development initiative in college students' mental health class. However, in the teaching experiment, researchers also observed

that there will be a small number of students who lack experience of participating in experiential teaching and are not easy to invest in the classroom, or show some maladjustment and poor performance under the positive experiential teaching mode due to past experience and their own personality factors. How to help these students better integrate into the classroom and build a sense of trust in teachers and the classroom, So it is also a problem that needs to be further solved.

3. Extend positive experience to students' daily learning

For the Mental Health Education Course, the teaching of knowledge in the classroom is never the most important thing. The important thing is how to help students acquire the correct concept of mental health in the classroom and obtain positive classroom experience, and students can use these positive experiences to explain their past experience, can really accept themselves, and more importantly, have the courage and motivation to face the future study and life actively, Have the confidence to realize personal growth in college life and be able to face the good and bad of life.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of experts to validate research instruments

1. Assistant Professor Dr.Sarayuth Sethakhajorn Administration Program
Bansomdejchaopraya Rajabhat
University
- 2.Professor Mrs.Zeng Lingjuan psychology Program Nanning Normal
University
- 3.Assistant Professor Dr.Tan Xianzheng Psychology Program
Guangxi University

List of experts to evaluate the format Instructional Model

- | | |
|---|---|
| 1. Assistant Professor Dr. Wanida Ploysangwal | English Program
University of the Thai
Chamber of Commerce |
| 2. Dr. Panas Jansritong | Administration Program Kirk University |
| 3. Associate Professor Mrs. Yin Jiangxia | Psychology Program
Guangxi Vocational University Of
Agriculture |

Appendix B
Official Letter

List name the specialist to check research instruments for IOC

No	Name	Title Research	Advisors	The experts	Place
1	Miss Li Yu	Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students	Major Advisor Assistant Professor Dr. Tanaput Chancharoen Co-advisor: 1. Associate Professor Dr. Areewan lamsa-ard 2. Assistant Professor Dr. Prapai Sridama	The specialist to check research instruments 1. Assistant Professor Dr. Sarayut Sethakhajorn 2. Assistant Professor Dr. Saiphon Songsiengchai 3. Assistant Professor Dr. TanXianzheng	1. Administration Program Bansomdejchaopraya Rajabhat University 2. English Program Bansomdejchaopraya Rajabhat University 3. Psychology program Guangxi Vocational University Of Agriculture

List name the specialist to confirm instructional model for obj.2

No	Name	Title Research	Advisors	The experts	Place
1	Miss Li Yu	Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students	Major Advisor Assistant Professor Dr. Tanaput Chancharoen Co-advisor: 1. Associate Professor Dr. Areewan lamsa-ard 2. Assistant Professor Dr. Prapai Sridama	The specialist to confirm instructional model 1. Assistant Professor Dr. Wanida Ploysangwal 2. Dr. Panas Jansritong 3. Associate Professor Mrs. YinJiangxia	1. English Program University of the Thai Chamber of Commerce 2. Administration Program Krirk University 3. Psychology program Guangxi Vocational University Of Agriculture



Ref. No. MHESI 0643.14/1160

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600
July 2023

Subject Request for permission to implement experiment

Dear Guangxi Vocational University Of Agriculture

Regarding the thesis entitled “ Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu,aPh.D.student majoring in Curriculumand Instruction Programmeat Bansomejchaopraya Rajabhat University codenumber 6473103109 Thailand under the super vision of

Major Advisor : Assistant Professor Dr. Tanaput Chancharoen

Co-advisor : Associate Professor Dr.Areewan Iamsa-ard

Co-advisor : Assistant Professor Dr.Prapai Sridama

The researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of Personal Growth Initiative from 30 one year students of section A majorin gin international economics and trade who enroll on mental health education course at Guangxi Vocati onal University Of Agriculture during *the 1st semester of academic year 2023*. Hence, I'm formallyreq uesting permission to implement the experiment and access the aforementioned data.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/1171



Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

September 4 2023

Subject Request for evaluation of instructional model

Dear Associate Professor Mrs. Yin Jiangxia

Attachment Validation sheets.

Regarding the thesis entitled “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103109, Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Prapai Sridama as co- advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
BansomdejchaoprayaRajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. MHESI 0643.14/1161

Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 September 2023

Subject Request for data collection

Dear Guangxi Vocational University Of Agriculture

Attachment : 1. 150 copies of questionnaire
2. 5 interview paper

Regarding the thesis entitled “ Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu , a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103109 Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Tanaput Chanchaoren

Co-advisor : Associate Professor Dr. Areewan Iamsa-ard

Co-advisor : Assistant Professor Dr. Prapai Sridama

the researcher needs to collect data using questionnaire in terms of factors undergraduate students' Mental Health Literacy from 2023 year students in Guangxi Vocational University Of Agriculture. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via 175 Daxue East Road, Nanning, Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. 66 0204737000

Ref. No. MHESI 0643.14/1162



Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 September 2023

Subject Request for research tool validation

Dear Assistant Professor Dr.Saiphon Songsiengchai

Attachment Validation sheets

Regarding the thesis entitled“ Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu,a Ph.D.student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University codenumber 6473 103109 ,Thailand under the supervision of Assistant Professor Dr. Tanaput Chanchaeroen as major advisor and Associate Professor Dr.Areewan Iamsa-ard and Assistant Professor Dr.Prapai Sridamaasco-advisors,the written Rubric scoring form and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study

The research objective, definitions of terms, Rubric scoring form, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 1163



Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 September 4 2023

Subject Request for research tool validation

Dear Assistant Professor Dr.Sarayut Sethakhajorn

Attachment Validation sheets

Regarding the thesis entitled“ Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu,a Ph.D.student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University codenumber 6473 103109 ,Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr.Areewan Iamsa-ard and Assistant Professor Dr.Prapai Sridamaasco-advisors,the written Rubric scoring form and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study

The research objective, definitions of terms, Rubric scoring form, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/1165



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

September 4 2023

Subject Request for research tool validation

Dear Professor Mrs.Zeng Lingjuan

Attachment Validation sheets

Regarding the thesis entitled“ Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu,a Ph.D.student; major in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University codenumber 6473 103109 ,Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr.Areewan Iamsa-ard and Assistant Professor Dr.Prapai Sridamaasco-advisors, the written Rubric scoring form and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study

The research objective, definitions of terms, Rubric scoring form, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. +66 0204737000

Ref. No. MHESI 0643.14/1166



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

September 2023

Subject Request for research tool validation

Dear Professor Dr. Tan Xianzheng

Attachment Validation sheets

Regarding the thesis entitled "Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students" of Miss Li Yu, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University codenumber 6473103109, Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Prapai Sridamaasco-advisors, the written Rubric scoring form and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study

The research objective, definitions of terms, Rubric scoring form, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Sawangcharoen'.

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 1168



Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

September 4 2023

Subject Request for evaluation of instructional model

Dear Assistant Professor Dr. Wanida Ploysangwal

Attachment Validation sheets.

Regarding the thesis entitled “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103109, Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Prapai Sridama as co- advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. (662) 4737000

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Ref. No. MHESI 0643.14/1169



Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

September 4 2023

Subject Request for evaluation of instructional model

Dear Dr.Panas Jansritong

Attachment Validation sheets.

Regarding the thesis entitled “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” of Miss Li Yu, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103109, Thailand under the supervision of Assistant Professor Dr. Tanaput Chancharoen as major advisor and Associate Professor Dr.Areewan Iamsa-ard and Assistant Professor Dr.Prapai Sridama as co- advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
BansomdejchaoprayaRajabhat University

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Appendix C

Research Instrument

Questionnaire For students

Questionnaire for students

Directions:

Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” , conducted by Ii yu, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

- 1.Assistant Professor Dr. Tanaput Chancharoen
- 2.Associate Professor Dr.Areewan Iamsa-ard
- 3.Assistant Professor Dr. Prapai Sridama

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondent

Section 2 Information on factors affect Personal Growth Initiative of Undergraduate students in Guangxi Vocational University Of Agriculture.

The questionnaire type is the Closed-ended questions that can only be answered by selecting from provided number to summated rating scale, 5 scales.

The important issues of the items consist of two groups of the factors: Internal factors (respondents) and External factors (teachers, circumstances, etc.)

Section 3 Further suggestions

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” information communication technology literacy” conducted by Ii yu, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Tanaput Chancharoen as majoring advisor, Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Prapai Sridama as co-advisor.

Answer the questionnaire:

Section 1 Common data of the respondent

Directions: Please put ✓ into the according to your own personal data.

1. Gender is Male Female
2. Students from Guangxi Vocational University Of Agriculture, Fine arts Major
 Guangxi Vocational University Of Agriculture, Environmental art design Major
 Guangxi Vocational University Of Chinese international education Major
 Guangxi Vocational University Of Smart agricultural technology Major
3. Age A. below 17 yrs. B. 17-20 yrs.
 C. 21-23 yrs. D. over 23 yrs.

Section 2 Questionnaire on factors affecting personal growth initiative of undergraduate students.

Directions: Please rate the following factors affecting Chinese culture English reading ability by putting ✓ into the attitude level column based on the criteria given below. Each question can select only one answer.

5 means you STRONGLY agree with the contents.

4 means you QUITE agree with the contents.

3 means you remain NEUTRAL. with the contents

2 means you DO NOT QUITE agree with the contents

1 means you DO NOT STRONGLY agree with the contents

Contents	Answers				
	5	4	3	2	1
Internal factors (respondents)					
1.Students can seize every opportunity that allows to grow n mental health education course.					
2.Students can actively try to improve myself personal growth initiative in mental health education course.					
3.Students keep trying to grow personal initiative in mental health education course.					
4.Students are constantly looking for opportunities to grow in mental health education course.					
5.Students have set a realistic personal growth initiative goal for themselves in the mental health education course.					
6.Students know how to make a realistic plan to change themselves personal growth initiative in the mental health education course.					
7.Students know how to set reasonable goals in the process of changing themselves in the mental health education course.					
8.Students can recognize when they need to change something about themselves in the mental health education course.					
9.Students can realize when they ready to change themselves .					
10.Students would ask for help from lecturers when they had a problem in personal growth initiative .					
11.Students are good at using resources when they was in personal growth initiative .					
12.Students have a clear understanding of personal growth initiative knowledge and study by Positive Experience Teaching Model in mental health education course.					
13.Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.					
14.Students learn through positive experience to enhance their personal growth initiative.					
15.Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.					

Questions	Answers				
	5	4	3	2	1
External factors (lecturers, Families circumstancest)					
1.Lecturers use a positive experiential approach to offer mental health education courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative.					
2.Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.					
3.The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in mental health education course.					
4.The lecturers combine the knowledge and positive experience in mental health educationn course to enhance undergraduate students' personal growth initiative.					
5.The lecturers choose suitable materials and emerging network resources.					
6.The textbook provides a positive psychology orientation, a sense of experience cases and materials to useful for students.					
7.Students' families can support each other in times of crisis					
8.Students' families can express their feelings to each other					
9.Students can feel tolerated by others in the family					
10.Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems					
11.Students can receive support and assistance from instructors on personal growth initiative in the classroom					
12.Students can discuss their growth problems with teachers in school					

Questions	Answers				
	5	4	3	2	1
13.Students have difficulties getting along with their classmates at school					
14.Students can care about each other with their classmates in school					
15.Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching					

Section 3 Suggestions for improving the better instruction

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Thank you for your kind cooperation for completing the questionnaire!

Researcher
Miss Li Yu

Interview for Lecturers

Directions:

This interview is a part of research entitled "Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students"

Research Objectives: 1.To examine the factors affecting personal growth initiative of undergraduate students..

It is conducted by li yu, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr. Tanaput Chancharoen
- 2.Associate Professor Dr.Areewan Iamsa-ard
- 3.Assistant Professor Dr. Prapai Sridama

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors to effect enhancing critical thinking ability.

Please write down your own opinion for each questions. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions are the instrument for collecting data in 1st phase of the research.

1. Gender is A. Male B. Female
- 2.What university did you come to? What secondary college?
 - A. From Guangxi Arts University
 - B. From Guangxi technological College of machinery and electricity
 - C. From Guangxi Nanning technological College

3.Experience teaching

- A. Below 3 yrs. B. 3-6 yrs.
 C. 7- 9 yrs. D. Over 9 yrs.

4.Age

- A.below 25 yrs . B. 25-35yrs.
 C.36-49 yrs. D. over 49 yrs.

Section 2 Interview on factors influencing Personal Growth Initiative of Undergraduate students in Guangxi Vocational University Of Agriculture.

Directions: *The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.*

- 1.Why do you accept or select to teach this subject?(Example, prefer to teach, be expert in the content, be requested, or other reasons.)
- 2.How do you prepare to teach this subject?(Preparing contents, materials, teaching location)
- 3.For the first time in your teaching, how do you prepare subject orientation to educate students about the teaching system, measuring, and assessment?
- 4.Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' personal growth initiative? Do you often think about how to improve teaching?
- 5.How do you give the opportunity for students to participate in the teaching? (Please clarify the methodology.)
- 6.How many methodologies for students' measurement and assessment, and do you think your measurement and assessment course can reflect students' learning effect and knowledge level?
- 7.What Classroom activity do you carry out to improve students' personal growth initiative?
- 8.Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?
- 9.Which aspects of your teaching need to be improved, or which aspects do you want the school to support you?

10.Previously, what problems do you meet in your teaching, and how do you find the solution?

Comment and recommendation for improving the better instruction

.....

.....

.....

Thank you for your kind cooperation for completing the questions.

Researcher

Miss Li Yu

Appendix D
Handout

**Development of Positive Experience
Instructional Model to Enhance
Personal Growth Initiative of
Undergraduate Students**

By

Miss LI Yu

Code: 6473103109



Contents

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My hangout is divided into 5 parts. The first part is the principle, mainly introducing the positive experiential Instructional Model and the factors that affect the improvement of undergraduates' Personal Growth Initiative. The second part is the goal, introducing my goal, which is to develop a positive experiential Instructional Model to improve undergraduates' Personal Growth Initiative. The third part is the content, mainly including 3 units and 6 chapters. The representative chapters highly related to students' Personal Growth Initiative are selected from the textbook, making the experiment more scientific and reasonable. The fourth part is the teaching method of the textbook, mainly introducing how to carry out classroom teaching. After evaluating the students' learning situation, the teaching plan is formulated, the teaching implementation process is determined, and experts are invited to evaluate and confirm. The fifth part is the evaluation, mainly introducing how to evaluate students' Personal Growth Initiative, what aspects to evaluate, how to evaluate students through literature research and daily teaching experience, and inviting experts to confirm the validity of the evaluation criteria. It is hoped that through the evaluation of teaching, it will be more scientific and reasonable..

My research framework is as follows. The main research topic is to develop a positive experiential Instructional Model to promote the personal growth initiative of undergraduate students. Based on this theme, I explored relevant theories of positive psychology, research on experiential Instructional Model s, and research on the personal growth initiative of undergraduate students. My research model was determined to be a positive experiential Instructional Model . The research objective is to discover factors that affect the personal growth initiative of undergraduate students, develop a positive experiential Instructional Model that promotes the personal growth initiative of undergraduate students, and study the effect of implementing a positive experiential Instructional Model to improve the personal growth initiative of undergraduate students. According to the research objectives, factors that affect self-growth initiative, Instructional Model s, and their components were explored, and teaching plans and student evaluation criteria were developed. Then, based on this Instructional Model , a mental health education course for undergraduate students was completed. Finally, based on the experimental results, future research directions were summarized and discussed.

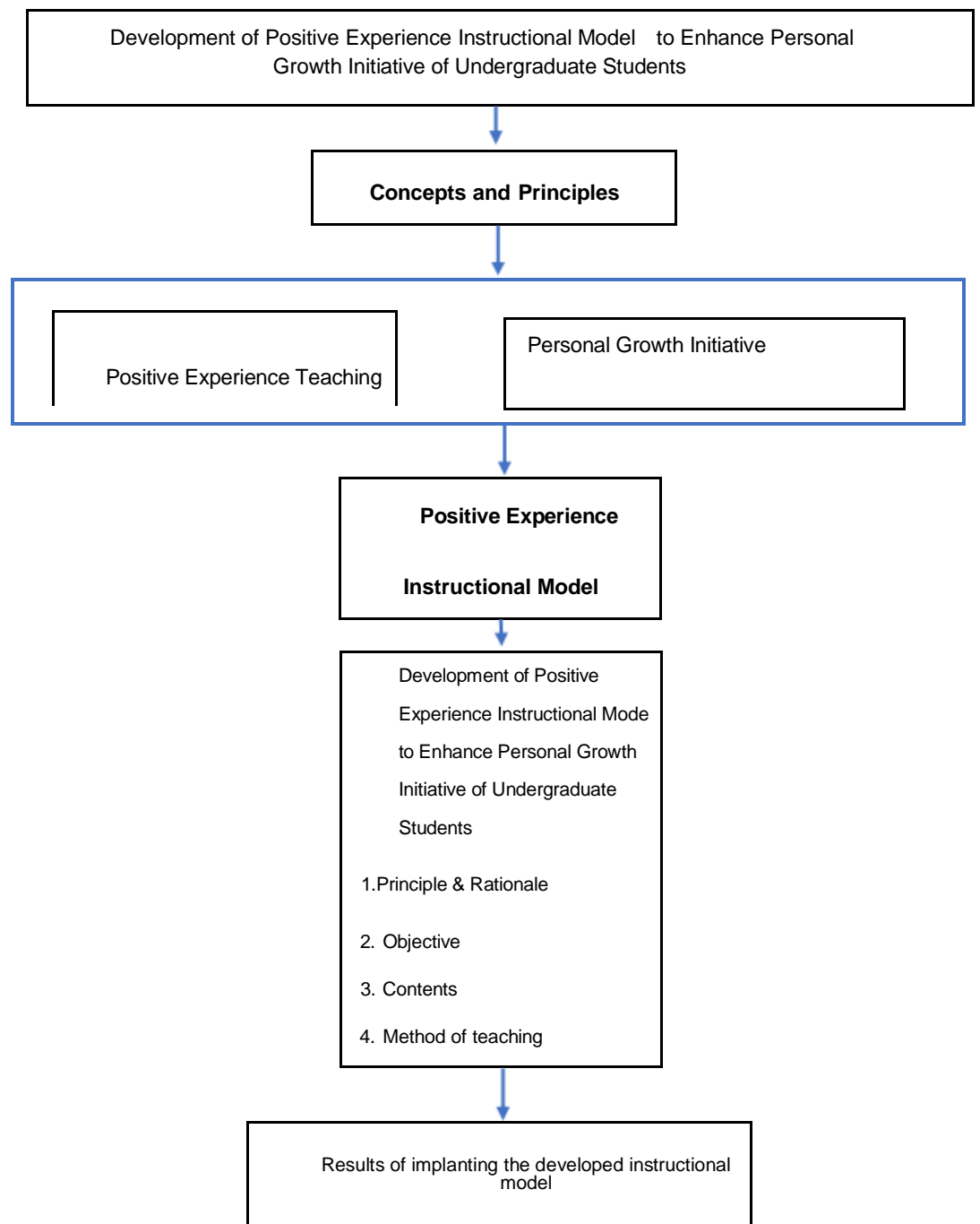


Figure 1.1 Research Framework

This section mainly introduces the positive experiential Instructional model and the factors that promote the Personal Growth Initiative of Undergraduate Students. Through the analysis of the results of student questionnaire surveys and teacher interviews, the factors that promote the improvement of self-growth initiative are identified, with a focus on the role of these factors in the process of teaching design and implementation.

Development positive experiential instructional model means a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility Standard, 2) Feasibility Standard, 3) Propriety Standard and 4) Accuracy Standard. **Utility Standard** are intended to ensure that the developed instructional model will serve the information needs of intended users. **Feasibility Standard** are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal. **Propriety Standard** are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive Results. **Accuracy Standard** are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

For students, it is very important to understand what is self-growth through a course in the university stage, experience the process of self-growth in the course, see the parts that need to be improved in self-growth, and gain the ability of self-growth throughout the university stage and even the life path. For lecturers, this study is based on the mental health education of college students, and studies the mental health education curriculum of college students.

It makes qualitative improvements in teaching methods, teaching modes, teaching concepts, etc., which plays a role in promoting the self-growth initiative of freshmen, and thus helps freshmen to better deal with self-growth problems in the university stage.

The researchers found the internal factors of undergraduate students' personal growth initiative in the mental health education curriculum of Guangxi Vocational University Of Agriculture from the survey results of personal growth initiative of students: 50 modern animal science students

Physics: Lecturers and students agree that a good classroom experience can enable students and teachers to actively participate in classroom activities. For teachers, it is important to design teaching methods that can provide students with a

positive experience. It can serve as an experience that connects with students' past experiences in the classroom and can also create new positive experiences. Students' psychological preparation and expectations for the content of the class are also important. Before each class, it is necessary to prepare students for the content of the class, stimulate their curiosity, and provide necessary academic forecasts.

Psychology: Both instructors and students believe that research on educational psychology is essential. Understanding the basic psychological processes of students in the teaching process, respecting the basic laws of students in the learning process, is the fundamental guarantee for improving classroom teaching efficiency. Lecturers should have basic psychological knowledge to understand the psychological preparation and emotional changes of students during the learning process, and provide active guidance to students.

External factor form students and lecturers

Teaching methods: Lecturers and students unanimously agree that teaching methods that are suitable for the teaching content can stimulate students' interest in the course, student-centered classroom learning methods can improve learning effectiveness, and increasing student active classroom participation can also improve teaching effectiveness. The use of teacher centered methods can provide students with clear and complete classroom teaching content. Therefore, various teaching methods and channels can be integrated, and various teaching methods such as online+offline, group cooperative learning can be constructed to meet the overall needs of students for theoretical knowledge and the training level for skill mastery. Lecturer A suggests that interactive arrangements in the classroom, such as group collaboration, practical assignments, online teaching, etc., can help improve student classroom participation.

Materials: Traditional resources recognized by both instructors and students: textbooks, reference books, course plans, exercise books, questionnaires, and supplementary reading materials. Interactive materials: multimedia, movies, physical objects, photos, illustrations, questionnaires, and games are all very important. Using teaching materials that match classroom teaching content and instructional design can improve the effectiveness of the course, such as attracting learners' interest and providing a medium for active participation in the classroom.

Social environment: Lecturers and students agree that society and culture will have a direct and indirect impact on education, social environment can be divided into a narrow sense and a broad sense, the narrow sense refers to the specific environment for the survival and development of organizations, specifically refers to the relationship between organizations and various public networks, including the

direct environment of human life, such as family, labor organizations, learning conditions and other collective associations; In a broad sense, it includes social and political environment, economic environment, cultural environment and psychological environment, which are also closely related to the development of the organization, which is the integration of macro-factors such as the social and political environment, economic environment, legal environment, scientific and technological environment and cultural environment in which we are located.

Evaluation: Lecturers and students agree that a reasonable assessment of a course should include thinking about the design or theoretical structure of the course. It also means focusing on curriculum implementation, or how the curriculum is conducted in practice, by focusing on curriculum evaluation, constantly reflecting on the teaching process, analyzing the differences in teaching effectiveness of different teaching methods, and clarifying the considerations in curriculum implementation.

About the Lesson Itself: 1) Set course objectives at the beginning of the course. 2) Choose what type of activity/which part of the course design works particularly well in class/which activity or game is executed very well. 3) Choose what type of activity/which part of the course design worked particularly well in class/which activity or game was poorly implemented. And 4) Choose which activities/course content is particularly difficult/challenging. Evaluation involves judgment on the planning and organization of the educational process, evaluating the effectiveness of teaching, teaching strategies, methods and techniques; The judgment of students' learning results can realize the feedback of teachers' teaching and learners' learning.

Indicates that internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu = 3.87$). Considering only each item, it was found that factor No.3 Students keep trying to grow personal initiative in mental health education course. is the highest mean ($\mu = 4.05$), follow factor by Students learn through positive experience to enhance their personal growth initiative by this subject ($\mu = 4.04$), and the fewest mean is factor No.10 Students would ask for help from lecturers when they had a problem in personal growth initiative by this subject ($\mu = 3.68$).

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University Of Agriculture overall found at high level ($\mu = 3.84$). Considering only each item, it was found that factor No.5 The lecturers choose suitable materials and emerging network resources is the highest mean

($\mu=4.23$), follow factor by No.4 The lecturers combine the knowledge and positive experience in mental health education in course to enhance undergraduate students' personal growth initiative ($\mu=4.13$), and the fewest mean is factor No.13 Students have difficulties getting along with their classmates at school by this subject ($\mu=3.0$).

The result of questions from lecturers from Guangxi Arts University、 Guangxi technological College of machinery and electricity and from Guangxi Nanning technological College Normal College found that:

No.1 Most of the lecturers choose this course because of the job requirements. As teachers of psychological center, they need to undertake the teaching task of mental health education for college students. Meanwhile, as teachers of psychology, they are more willing to provide support and help for students' mental health through this course.

No.2 Most of the lecturers use textbooks as their main teaching materials, combine theories with practical activities to prepare for teaching, and design interaction or activities related to teaching content in classroom teaching.

No.3 Most of the lecturers Most lecturers will introduce the main content of the course to students at the beginning of the first course, the time arrangement of different chapters, and the evaluation criteria of the course (such as homework requirements, examination requirements, etc.). Some lecturers will choose the way of mind mapping to show them.

No.4 Most of the lecturers Most lecturers love to think about how to improve the effectiveness of teaching in the teaching process, and usually complete the course teaching according to the teaching plan, but they will also adjust some specific plans and ways according to the feedback of students in the teaching process, so as to better attract the participation of students.

No.5 Most of the lecturers will choose group discussion to let students participate in class discussion, some lecturers will choose to enter different groups to achieve group discussion, some lecturers will choose group report to show results, and most lecturers will choose directed questions or open questions to attract students to participate in class.

No.6 Most of the lecturers believe that their teaching plans can improve students' self-growth initiative, provided that they provide students with sufficient support and guidance, and they need to clearly tell students the goals they need to achieve.

No.7 Most of the lecturers believe that their own evaluation is effective. Through the investigation of knowledge and the evaluation of classroom activities, they can better reflect the learning effect of students and the teaching effect of teachers. However, some lecturers believe that there is a certain lag in students' grasp and application of mental health knowledge and ability, and it is difficult to achieve complete effect evaluation in short-term assessment.

No.8 Most teachers will choose group discussion as the main form of activity, and some lecturers will also choose debate, life event discussion, auction, 21-day habit formation and other activities to enhance students' self-growth initiative..

No.9 Most of the lecturer believes that there is still room for improvement in their teaching. For example, some lecturers think that there is still room for improvement in the language expression mode in class, the arrangement of teaching activities, the updating of teaching tools and learning.

No.10 Most of the lecturers have encountered the problem of students' learning burnout in the learning process, as well as their low enthusiasm and participation in classroom activities. The solution for lecturers is to improve the content and methods of activities, understand the ways that students are more interested in, and use the popular examples of students as teaching cases.

This paper summarizes the key findings of interviews with three teachers from mental health education programs at different universities. The interviews provided lecturers with insights into teaching methods, approaches, challenges and effective support required for blended learning technology teaching models in the field of teaching and learning.

Therefore, using the results of Objective 1, the researchers studied how to develop a positive experiential teaching model, made course plans and assessments based on the interview results, and prepared the materials and learning resources needed for class.

Through the above analysis, it is found that among the factors affecting college students' self-growth initiative, students' attitude of active participation is an important factor. Appropriate teaching methods, appropriate teaching models and interesting textbooks can better mobilize students' enthusiasm for classroom participation. At the same time, the environment of the students, including the external environment of the classroom, the internal environment of the classroom and the good relationship between teachers and students are also important factors that affect the self-growth initiative of the students.

On this basis, the researchers will design and elaborate the positive experiential teaching model to improve the self-growth initiative of college students.

This part is Objectives, introduced my objectives of hangout, namely to develop instructional model to develop a positive experiential instructional model to improve the personal growth initiative of undergraduate students. The purpose of this research is mainly from literature review and previous teaching experience, hoping to better use this model to improve the teaching effect and improve the personal growth initiative of students.

This section is the content section, mainly consisting of 3 units and 6 chapters. Representative chapters from the textbook are selected, and the teaching content is adjusted reasonably according to the teaching objectives to adapt to the personal growth status, learning status, and current mental health level of students, making the experiment more scientific, effective, and reasonable.

Based on the content of self growth initiative in this study, the researcher chose six chapters from the first, second, and seventh units for the experiment.

The content is as follows:

Unit 1: Mental health basics (6 hours)

Unit2: Explore the unique me - the sense of self (6 hours)

Unit7: Life is Precious: Life Education and Crisis Prevention (6 hours)

This part is the method of teaching& materials, mainly related to how to carry out classroom teaching, after evaluating the basic situation of students, develop teaching plans, determine the process of teaching implementation, and invite experts to evaluate and confirm. In the teaching process, I choose the active experiential teaching method, which is divided into four steps: create the situation, import the experience, sublimate your emotions, action application

Materials

Traditional resources: textbooks, reference books, lesson plans, workbooks, questionnaires, charts, and supplementary reading materials.

Multimedia: ppt, video website, video materials

Methods of teaching

Positive experience teaching model refers to take positive psychology as the theoretical reference, takes students' positive development as the teaching goal, takes experiential teaching mode as the practical basis, and adopts diversified

evaluation as the effect feedback. Wu(2020) The most common instruction is divided into 4 steps:

Step 1 :**create the situation**: that are conducive to emotional experience for students according to teaching objectives, teaching content, characteristics of students and actual needs of students, create a good experience atmosphere and arouse students' interest in participation.

Step 2: **Import the experience**: Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Step 3: **Sublimate your emotions**: On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Step 4: **Action application**: The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Materials

Traditional resources: textbooks, reference books, lesson plans, workbooks, questionnaires, charts, and supplementary reading materials.

Multimedia: ppt, video website, video materials

Based on the hybrid learning technology instructional model, teaching in the classroom is divided into 3 steps:

Step 1 :create the situation: that are conducive to emotional experience for students according to teaching objectives, teaching content, characteristics of students and actual needs of students, create a good experience atmosphere and arouse students' interest in participation.

Step 2: Import the experience: Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Step 3: Sublimate your emotions: On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Step 4: Action application: The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power. Based on the content of self growth initiative in this study, the researcher chose six chapters from the first, second, and seventh units for the experiment.

The content is as follows:

Unit 1: Mental health basics (6 hours)

Unit2: Explore the unique me - the sense of self (6 hours)

Unit7: Life is Precious: Life Education and Crisis Prevention (6 hours)

This part is evaluation, mainly introducing how to evaluate self-growth initiative, from which aspects to evaluate, through literature review and daily teaching experience to determine how to evaluate students, and invited experts to confirm the

effectiveness of the evaluation criteria, hoping to make the evaluation of positive experiential teaching mode more scientific and reasonable.

Personal growth can be driven by natural development (personal growth with age) or environmental factors, or a process of active change and growth (Prochaska & DiClemente, 1992). In the field of psychological counseling, personal growth (personal growth) is a very common counseling goal, and different schools have different understandings. Humanism emphasizes self-actualization; self-psychologists emphasize individual growth; Adler therapy emphasizes individual efforts to achieve their goals; rational emotion therapy aims to help people overcome their irrational beliefs and help them pursue long-term happiness. The orientation of these schools of counseling all emphasize the importance of personal growth to an individual's mental health.

Item 1: Planfulness

Standard 1: Setting a realistic goal for what kind of person you want to become

Standard 2: Knowing how to develop a practical and feasible plan to change oneself

Standard 3: When you want to change yourself, you will develop a reasonable plan

Standard 4: Knowing how to set reasonable goals in the process of changing oneself

Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself

Item 2: Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself

Standard 2: Actively strive to improve oneself

Standard 3: Continuously striving for growth

Standard 4: Continuously seeking opportunities for growth

Item 3: Readiness for Change

Standard 1: Using resources

Standard 2: Knowing which aspects of oneself need to be changed

Standard 3: When it is necessary to make some changes to oneself, one can be aware of it

Standard 4: Knowing when to make the most appropriate adjustments to oneself

Item 4: Using resources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others

Standard 2: Be adept at utilizing various resources during the growth process

Standard 3: Seeking help from others in the process of striving to change oneself

Scoring Rubric Form

This is my scoring rubric form, which mainly adopts the personal growth initiative scale – II (pgis- II) compiled by robitschek et al. (2012), refers to the Chinese expression of some items in the revised version of Guo Ji and ye (2016), and combines the basic requirements of College Students' mental health course and the evaluation standard of the positive experiential teaching mode, and adopts the objective evaluation method to evaluate the self growth initiative. It is divided into 4 items and 16 standards. The first is Readiness for Change. It is divided into five criteria: set a realistic goal for what kind of person you want to be, know how to make a practical plan to change yourself, when you want to change yourself, make a reasonable plan, know how to set reasonable goals in the process of changing yourself, and know the specific steps to be completed in the process of actively changing yourself. The second is active behavior. It is divided into four criteria: whether we can seize every opportunity to grow, actively improve ourselves, constantly strive to grow and constantly seek opportunities for growth. The third is the Readiness for Change, which is divided into the use of resources, knowing what aspects of yourself need to be changed, and being able to realize that when you need to make some changes to yourself, knowing when it is most appropriate to make adjustments to yourself. Fourth, use resources. It is divided into three standards: when encountering problems in the growth process, they will take the initiative to ask for help, be good at using various resources in the growth process, and seek help from others in the process of trying to change themselves. Students will be evaluated according to each standard. The maximum score of each standard is 5 points, the minimum score of each standard is 1 point, the maximum total score of each item is 15-25 points, and the total score of the four items is 80 points.

Item	5	4	3	2	1
1 .Planfulness					
Standard 1: Setting a realistic goal for what kind of person you want to become	Have very specific and clear realistic goals, and clearly know what kind of person you want to become	Have a specific and clear realistic goal, and know what kind of person you want to become	Have a relatively general and vague realistic goal, know what kind of person you want to become	Have very general and vague realistic goals, relatively vague know what kind of person you want to become	Lack of realistic goals, do not know what kind of person you want to become
Standard 2: Know how to make a realistic plan to change oneself	Know very clearly how to make a realistic plan to change oneself	Know how to make a realistic plan to change oneself	Vaguely know how to make a realistic plan to change oneself	Vaguely know how to make a realistic plan to change oneself	Don't know how to make a realistic plan to change oneself
Standard 3: When you want to change yourself, you will make a reasonable plan	Very capable of making a reasonable plan to change themselves	More capable of making a reasonable plan to change themselves	You can make a reasonable plan to change yourself	It is difficult to make a reasonable plan to change yourself	You can't make a reasonable plan to change yourself

Standard 4: Change yourself in the process, know how to set reasonable goals	Clearly know how to set reasonable goals in the process of changing oneself	Know clearly how to set reasonable goals in the process of changing oneself	Know how to set reasonable goals in the process of changing oneself	Vaguely know how to set reasonable goals in the process of changing oneself	Don't know how to set reasonable goals in the process of changing oneself
Standard 5: Know the specific steps to complete in the process of actively changing oneself	Be very clear about the specific steps to be completed in the process of actively changing oneself	Clearly know the specific steps to be completed in the process of actively changing oneself	Be able to know the specific steps to be completed in the process of actively changing oneself	Vaguely know the specific steps to be completed in the process of actively changing oneself	Do not know the specific steps to be completed in the process of actively changing themselves

2.Active behavior					
Standard 1: Play with s Whether you can seize every opportunity to grow	Very good at seizing opportunities to grow	You are good at seizing opportunities to grow	Be able to seize opportunities that allow you to grow	Less able to seize the opportunity to grow	You don't take opportunities to grow
Standard 2: Actively strive to improve oneself	Be very motivated to improve oneself	Make a positive effort to improve oneself	Generally actively strive to improve themselves	Less active efforts to improve themselves	Not actively trying to improve oneself
Standard 3: Keep trying to grow	Work very hard to grow	Try harder to grow	Generally strive to grow	Grow less hard	Not trying to grow
Standard 4: Constantly look for opportunities for growth	Look very hard for opportunities to grow	Look very hard for opportunities to grow	Look very hard for opportunities to grow	Less effort to find opportunities for growth	Not looking for opportunities to grow

3. Readiness for Change					
Standard 1: Use resources	Very good at using resources	You're good at it	Generally good at using resources	Poor use of resources	Not good at using resources
Standard 2: Know what you need to change about oneself	Be very clear about what needs to change about oneself	Be clear about what needs to change about oneself	Generally have a clear idea of what needs to change about oneself	Less clear about what needs to change about oneself	You don't know what you need to change about oneself
Standard 3: Recognize when you need to change something about oneself	Be very aware when you need to change something about oneself	Be aware when you need to change something about oneself	Basically recognize when you need to change something about oneself	Be vaguely aware when you need to change something about oneself	Don't realize when you need to change something about oneself
Standard 4: Know when it's best to make adjustments to oneself	Be very aware of when it is appropriate to make adjustments to oneself	Be more aware of when it's best to make adjustments	Generally know clearly when it is best to make adjustments to oneself	Less clear about when it is appropriate to make adjustments to oneself	You don't know when it's best to make adjustments to oneself

Item	5	4	3	2	1
4 . Utilization of resources					
Standard 1: Reaching out for help when you have a problem growing up	Will actively seek help when encountering problems in the process of growing up	I will take the initiative to seek help when I encounter problems in the process of growing up	Be able to ask for help when you have problems growing up	They are less likely to take the initiative to seek help when they encounter problems in the process of growth	They don't ask for help when they have problems growing up
Standard 2: In the process of growth, good use of resources	Very good at using all kinds of resources in the process of growth	Good at using various resources in the process of growth	Generally good at using various resources in the process of growth	In the process of growing up, they are less good at using various resources	Poor use of resources when growing up
Standard 3: Seek help from others in your efforts to change oneself	In the process of trying to change themselves will be very active to seek help from others	In the process of trying to change themselves, I will take the initiative to seek help from others	In the process of trying to change themselves will generally take the initiative to seek help from others	In the process of trying to change their own less initiative to seek help from others	In the process of trying to change themselves will not take the initiative to seek help from others

Criteria to evaluate item 1. Planfulness

Standard 1: Setting a realistic goal for what kind of person you want to become	
Standard 2: Knowing how to develop a practical and feasible plan to change oneself	
Standard 3: When you want to change oneself, you will develop a reasonable plan	
Standard 4: Knowing how to set reasonable goals in the process of changing oneself	
Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself	
Score	Grade
21 - 25	Excellent
16 - 20	Good
10 - 15	Moderate
5 - 9	Pass
Less than 5	Poor

Criteria to evaluate item 2. Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself	
Standard 2: Actively strive to improve oneself	
Standard 3: Continuously striving for growth	
Standard 4: Continuously seeking opportunities for growth	
Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 3. Readiness for Change

Standard 1: Using resources	
Standard 2: Knowing which aspects of oneself need to be changed	
Standard 3: When it is necessary to make some changes to oneself, one can be aware of it	
Standard 4: Knowing when to make the most appropriate adjustments to oneself	
Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 4. Usingresources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others	
Standard 2: Be adept at utilizing various resources during the growth process	
Standard 3: Seeking help from others in the process of striving to change oneself	
Score	Grade
13 -15	Excellent
10 -12	Good
7 - 9	Moderate
4 - 6	Pass
Less than 4	Poor

Criteria to evaluate over all item 1- 4 are 16 standards

Score	Grade
64 -80	Excellent
48 -63	Good
32 - 47	Moderate
16 - 31	Pass
Less than 16	Poor

Summary the connection of contents, Positive Experience

Instructional Model Personal Growth Initiative of Undergraduate

Students

Unit1&2&7 /Chapter	Method	Blended Learning instructional model /Step				Personal Growth Initiative				Instrument s/ Activities
		S.1	S.2	S.3	S.4	I.1	I.2	I.3	I.4	
Unit 1: Mental health basics (6 hours)	Positive Experience Instructional Model	T&L	T&L	T&L	T&L	√	√	√	√	Scoring rubric
Unit2: Explore the unique me - the sense of self (6 hours)	Positive Experience Instructional Model	T&L	T&L	T&L	T&L	√	√	√	√	Scoring rubric
Unit7: Life is Precious: Life Education and Crisis Prevention (6 hours)	Positive Experience Instructional Model	T&L	T&L	T&L	T&L	√	√	√	√	Scoring rubric

Description:**1.Contents**

According to the Personal Growth Initiative in painting in this study, the researcher chooses

Unit 1\2\7 for the experiment. The content is shown below:

Unit 1: Mental health basics (6 hours)

Unit2: Explore the unique me - the sense of self (6 hours)

Unit7: Life is Precious: Life Education and Crisis Prevention (6 hours)

2.Method of teaching

Step 1 :create the situation: (online+offline)

Step 2:Import the experience(online+offline)

Step 3: Sublimate your emotions (online+offline)

Step 4: Action application(online+offline)

3.Meaning of S, T, L:

S: Step T: Teacher L: Learner

4.Personal Growth Initiative**Item 1: Planfulness**

Standard 1: Setting a realistic goal for what kind of person you want to become

Standard 2: Knowing how to develop a practical and feasible plan to change oneself

Standard 3: When you want to change oneself, you will develop a reasonable plan

Standard 4: Knowing how to set reasonable goals in the process of changing oneself

Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself

Item 2: Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself

Standard 2: Actively strive to improve oneself

Standard 3: Continuously striving for growth

Standard 4: Continuously seeking opportunities for growth

Item 3: Readiness for Change

Standard 1: Using resources

Standard 2: Knowing which aspects of oneself need to be changed

Standard 3: When it is necessary to make some changes to oneself, one can be aware of it

Standard 4: Knowing when to make the most appropriate adjustments to oneself

Item 4: Using resources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others

Standard 2: Be adept at utilizing various resources during the growth process

Standard 3: Seeking help from others in the process of striving to change oneself

Lesson Plan 1 (6 hour)

Teaching:

The teaching based on active experience is a comprehensive teaching model, and the classroom teaching is carried out in four steps.

Step1: Create the situation (1 hour)

At the beginning of the class, the lecturer will first understand the students' basic knowledge about mental health and self-growth initiative, and then according to the teaching objectives, teaching content, student characteristics and actual needs of students, which is conducive to students' emotional experience, create a good experience atmosphere and stimulate students' interest in participation.

(1) Questions for students to consult in advance:

What is the understanding of mental health?

Is there a specific personal growth plan in college?

Any confusion about mental health?

Any confusion about personal growth?

(2) Student groups search and collect information to ask questions and discuss the following.

What is the concept of mental health?

What is mental ill-health?

How can I keep my mental health?

2. Students share the collected information in small groups to expand the breadth and depth of students' knowledge.

Project 1: Creation background

Background

Mental health helps people to get a positive life experience, is conducive to promoting the improvement of life realm, the formation of a positive mood of life. College students are in an important stage of life development, in this stage we will encounter a lot of "life problems" that we have not encountered before: such as more diversified learning requirements, more complex interpersonal relationships, diversified career development and so on. Therefore, we understand more psychological

knowledge and correctly understand psychological counseling, which can help us better cope with the various challenges brought by growth and change, and better complete college life.

Project 2: Why study mental health

Why study mental health

High school teachers told us, now what don't think, take a good college exam, go to college on everything. When we really came to the dream of the "peach blossom", but found that it seems not so beautiful. At first glance into the dormitory, I found that the friends come from all over the country, and their life and work attitude are not the same; Holding a book to class, found that the teacher class requirements and high school is completely different; What do you do when you're not in class? Suddenly a little panic; Also, should I join the club? Should I enter the student Union? Do you have internships and part-time jobs? What can you do after graduation?

Every change in our lives will take us by surprise, and with it comes our psychological anxiety and discomfort. How to face the troubles brought by growth and learn to healthy their own psychology has become a very important topic in life.

Health is an inevitable requirement to promote the all-round development of human beings, and is the basic condition for economic and social development. To realize the health and longevity of the people is an important symbol of national prosperity and rejuvenation, and it is also the common aspiration of the people of all ethnic groups in China. The State Council issued the Opinions on the Implementation of the Healthy China Action, and the Healthy China Action Promotion Committee issued the Healthy China Action (2019-2030), both of which put forward clear requirements for mental health promotion actions. Mental health is an important part of health, which is related to the happiness of the broad masses of people and affects the harmonious development of society. At present, China is in the rapid economic and social transformation period, the pace of people's life is obviously accelerated, the competition pressure is constantly intensified, and the individual psychological behavior problems and the social problems caused by it are increasingly prominent.

Strengthening the promotion of mental health is conducive to improving the level of public mental health, enhancing public happiness, promoting social stability and interpersonal harmony, and realizing long-term peace and stability of the country.

Step2: Import the experience (2 hour)

Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Project 1: Understanding mental health

In 1946, the Third World Congress on Mental Health pointed out: "Mental health refers to the physical, intellectual and emotional ability to maintain the psychological contradiction with others, and the development of personal mood into the best state."

Broadly speaking, mental health refers to a kind of efficient and satisfactory, continuous psychological state; In a narrow sense, mental health refers to the complete and coordinated content of the process of human basic psychological activities, that is, the integrity and coordination of cognition, emotion, will, behavior, personality, and can adapt to society and keep pace with society.

From a static point of view, mental health is a psychological state, which can adapt to society and keep pace with society in a certain period of time, namely, cognition, emotion, will, behavior, personality integrity and coordination; From the perspective of development, mental health is a relative balance process in which individuals fluctuate up and down within a certain range in order to cope with the ever-changing internal and external environment and the mental health norms of a certain group. From a dynamic point of view, we can define "mental health activity" as: healthy mental activity is a mental process in dynamic balance.

Project 2: Understanding psychological problems in college

College students, who are in late adolescence and early adulthood, are "quasi-adults". In the university stage, college students will continue to grow and

gradually mature, which is the general characteristics of college students' psychological development.

1. Duplicity

Psychological duality is a general characteristic of adolescence. The psychology of college students is not mature, and it is easy to show the negative side such as eager to do things, out of control after frustration, and self-centered. However, with the development of self-consciousness and the establishment of self-identity, the psychology of college students is rapidly maturing and showing a positive side.

2. Contradiction

Because of the unbalanced development of college students' psychology, it is easy to cause contradictions and conflicts, which are mainly manifested as: the contradiction between ideal self and reality; The contradiction of independence from dependence; The contradiction between communication need and isolation; Self-respect self-confidence and timid inferiority contradiction. Although these conflicts will make college students feel anxious and distressed, they also urge them to try to solve the contradictions, so as to promote self-development and make their psychological development more mature.

3. Uniformity

The university stage is a stage in which college students gradually become mature and independent. No matter what different psychology they have and how fierce conflicts there are between them, the external performance of college students at a certain time and place is always unified as far as possible. What the vast majority of college students do is to eliminate contradictions and conflicts, so that they tend to be highly valued by the society and reflect their individual maturity. For example, efforts are made to improve the real self, so that the reality becomes ideal, or to correct unrealistically high standards, so that the ideal approaches reality.

Step 3: Sublimate your emotions (2hour)

On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Project 1: Understanding psychological counseling

Counseling is a human relationship. In this relationship, the facilitator's means and the atmosphere it creates enable people to gradually learn to treat themselves and others in a more positive way. It can provide people with new life experiences and experiences. It can help people understand themselves and society more clearly, gradually change their unreasonable thinking, emotions and reactions to the outside world, and learn to deal with a variety of relationships, improve work efficiency, improve the quality of life, in order to better play the individual's internal potential and realize self-value.

Psychological counseling can only solve psychological problems. The focus of psychological counseling is to face the emotional adverse reactions caused by psychological confusion, cognitive distortion, interpersonal misunderstandings, emotional confusion and other seemingly simple small problems in daily life. Under normal circumstances, psychological counselors will be for different problems, and apply different methods to help seekers learn to think from different perspectives, help seekers to organize themselves, and find a solution to the problem, so that those who are deeply trapped in the vortex of life, burdened with heavy psychological pressure, and often blocked ideas for help, can open the heart, treat themselves more correctly, enhance self-confidence, Learn to deal with the complicated interpersonal relations, so that the help seekers have a healthy attitude and personality.

The fundamental purpose of psychological counseling is to let the client learn to help himself. Psychological counseling is not provided by the consultant to the client to solve the problem directly, but through the help of the consultant, so that the client can get psychological growth, even if they encounter similar problems in the future.

Project 2: How to get help from psychological counseling

1, take the initiative to choose a suitable psychological counselor.

The essence of psychological counseling is the relationship between people, so before consulting, you can carefully understand your consultant appointment, including his gender, age, career experience, consulting experience, educational background, training experience, qualifications, good at the field and problems.

2, to achieve a simple combing of their own problems.

What do you struggle with? What solutions have you tried? How does it work? How do these issues affect your mood and behavior? How do you interpret the problem? What is the ultimate goal or effect you want to achieve through consultation? You can simply sort out the problems you want to consult before consulting, and it will be easier to find the goals and focuses of consultation during the consultation process.

3. Set aside a fixed consultation time.

Fixed consultation time is an important guarantee for the effect of consultation, almost no problem can be solved through a psychological consultation, do not want to pay time and effort to try to change the behavior behind the do not want to grow up and grow up. Therefore, before consulting, please be prepared to analyze yourself, face the difficulties, and be prepared to make efforts to meet the challenges.

Step 4: Action application (1 hour)

The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Project 1: The group will share their psychological perplexities and solutions. The group will share the most perplexing psychological problems they encountered in the past year, and share how they solved them. Meanwhile, the group members will share what they can do if they are themselves.

Project 2: The group simulated how to make an appointment for psychological counseling when encountering problems. When you have a problem, how do you book a counseling appointment on the school's website?

Material:

1) Teaching materials

Learning Resources

1) Video

2) Related academic papers

PPT images of mental health education courses for college studen



homework

1. <https://mooc1-1.chaoxing.com/mooc-ans/work/viewWork?courseId=237543295&classId=84051698&id=30101352&isplaytable=2&mooc=1&ut=t&enc=2fa1249d3d1787e639fca30d66613d92&openc=73924c185370c2300fc119e35caf9356>

This assignment required students to punch in the address of the psychological center and take photos with the building of the psychological center. This assignment can require students to understand the location of the psychological center, increase the familiarity with the psychological center, reduce the strangeness of mental health, and through the way of taking photos, the lecturer can quickly know each student.

Criteria to evaluate item 1. Planfulness

Standard 1: Setting a realistic goal for what kind of person you want to become	
Standard 2: Knowing how to develop a practical and feasible plan to change oneself	
Standard 3: When you want to change oneself, you will develop a reasonable plan	
Standard 4: Knowing how to set reasonable goals in the process of changing oneself	
Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself	
Score	Score
21 - 25	Excellent
16 - 20	Good
10 - 15	Moderate
5 - 9	Pass
Less than 5	Poor

Criteria to evaluate item 2. Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself	
Standard 2: Actively strive to improve oneself	
Standard 3: Continuously striving for growth	
Standard 4: Continuously seeking opportunities for growth	
Score	Score
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 3. Readiness for Change

Standard 1: Using resources	
Standard 2: Knowing which aspects of oneself need to be changed	
Standard 3: When it is necessary to make some changes to oneself, one can be aware of it	
Standard 4: Knowing when to make the most appropriate adjustments to oneself	
Score	Score
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 4. Usingresources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others	
Standard 2: Be adept at utilizing various resources during the growth process	
Standard 3: Seeking help from others in the process of striving to change oneself	
Score	Score
13 -15	Excellent
10 -12	Good
7 - 9	Moderate
4 - 6	Pass
Less than 4	Poor

Criteria to evaluate over all item 1- 4 are 16 standards

Score	Score
64 -80	Excellent
48 -63	Good
32 - 47	Moderate
16 - 31	Pass
Less than 16	Poor

Lesson Plan 2 (6 hour)

Teaching:

The teaching based on active experience is a comprehensive teaching model, and the classroom teaching is carried out in four steps.

Step1: Create the situation (1 hour)

I hope that everyone can calmly accept their own nature, their own personality characteristics, can calmly be themselves, let themselves live free, live comfortably, and spend their life freely and arbitrarily according to their own original appearance.

-- Li Yinhe

1. Questions that Students need to consult questions in advance:

(1) Questions for students to consult in advance:

What is self-awareness?

What is self-growth initiative?

(2) Student groups search and collect information to ask questions and discuss the following.

What is the structure of self-awareness?

What factors influence the development of self-awareness?

How to improve self-growth initiative in life?

2. Student groups share the information gathered, exchange views and perspectives, and find each person's unique perspective..

Project 1: Creation background

Background

Consciousness is a special sign that man is different from animals. The development of consciousness to an advanced stage is the birth of "self-consciousness". To be precise, it is precisely because of the existence of "self-consciousness" that man is truly "different". A man's best friend is himself, and his worst enemy is himself. College students' self-consciousness is at an important stage of development. It is of great significance to establish healthy self-consciousness for improving personality and promoting the development of mental health.

Project 2: Why study consciousness

Why study consciousness

self-consciousness is a unique brain function of human beings, a product of the advanced stage of consciousness development, and an important sign of a person's psychological maturity. It represents and symbolizes the awakening of a person's consciousness, initiative and agency, and is a special sign that human beings are different from animals. The French philosopher Rene Descartes was the first to use the concept of "self-awareness," with his "incisive assertion that the eye of the mind pays attention and reveals the way to the discovery of self-awareness."

Self-awareness plays an important role in individual development. The structure of self-consciousness refers to the components of self-consciousness. As self-consciousness is not only the subject but also the object of psychological activities, it is a multi-level and multi-dimensional psychological phenomenon involving cognition, emotion and will process, and its form, content and composition are also diverse.

According to the academic system, the students in our country are generally aged between 18 and 23 years old. Their self-consciousness is at a critical stage of rapid development and continuous improvement. At this time, the development of self-consciousness will affect the mental health of university students and their value, morality, outlook on life, and world view. On the one hand, college students are restricted by their biological age and psychological age, on the other hand, they are

affected by their environment. Therefore, learning and understanding the content related to self-awareness can help students better develop their self-awareness and promote their self-growth initiative.

Step2: Import the experience (2 hour)

Introduce students into the created scene, mobilize students' various senses, make students integrate into the situation, experience independently, and produce corresponding emotions, such as pleasure, moving, pride, anxiety and so on. In this process, teachers should pay attention to the subtle changes in students' emotions and guide them accordingly.

Project 1: Understanding consciousness

Self-knowledge can be perceived from different dimensions, such as form:

1. self-cognition

Self-cognition is the evaluation of subjective self to objective self, including self-feeling, self-observation, self-impression and self-evaluation. Self-awareness mainly addresses the question of "what kind of person am I?" The level of self-cognition also includes the conflict between the real self and the rational self, especially when the ideal self is much higher than the real self but can not accept the gap between the ideal and the reality, people will show inferiority and self-abandonment.

Human self-development is a continuous and lifelong process, and it is a lifelong subject to clearly understand and accept oneself.

2. self-experience

Self-experience refers to the emotional experience produced by subjective self to objective self, which is produced on the basis of self-cognition. Self-knowledge determines self-experience, and self-experience strengthens self-knowledge. The content of self-experience is very rich, including the sense of obligation, responsibility, superiority, honor and shame.

3. self-regulation

Self-regulation is also commonly referred to as self-control, which refers to the control of one's actions, thoughts and words in order to achieve self-desired goals.

Self-regulation is the highest stage in the structure of self-consciousness, including self-motivation, self-suggestion, self-improvement and self-discipline. Its core content is "how will I achieve the ideal life", "how will I change myself".

From the content:

1. Biological self

Physical self refers to the knowledge and experience of one's own physical condition, such as height, weight, facial features, clothing, demeanor, etc. A person's orientation and evaluation of his or her appearance and clothing is everyone's most direct feeling and understanding of "self".

2. Social self

Social self refers to the cognition and experience of one's position in society, role, obligation and right in interpersonal relationship.

3. Mental self

Psychological self refers to the understanding and experience of one's own personality, temperament, ideal, ability, emotion and other psychological characteristics, which is the most core and lasting part of self-consciousness.

From form of existence:

1. Realistic self

The real self is an individual's cognition of his current real situation from his own standpoint, that is, "what the real me is like".

2. Ideal self

The ideal self is an individual's understanding of the future self from his own realistic standpoint, that is, "what I want myself to be". Although the ideal self points to the future, it is not realistic, but it has a great impact on individual psychology and behavior, and is the motive force and reference system of individual behavior.

Project 2: Understanding consciousness problems in college

According to the academic system, the students in our country are generally aged between 18 and 23 years old. Their self-consciousness is at a critical stage of rapid development and continuous improvement. At this time, the development of self-consciousness will affect the mental health of university students and their value,

morality, outlook on life, and world view. On the one hand, college students are restricted by their biological age and psychological age, on the other hand, they are affected by their environment, and their self-awareness generally shows the following four characteristics.

(1) Enhancement of self-awareness and differentiation of self-awareness

Compared with middle school students, college students' self-cognition ability is obviously enhanced, and their self-cognition tends to be more systematic and stable. They will not only take the initiative to compare themselves with those around them to understand themselves, but also respond to the demands of others and social expectations, and internalize into a stable quality of self. College students are in the stage of rapid development of mental self, they have a great development of self-awareness and cognition ability, can make a more objective evaluation of themselves; They not only pay attention to their appearance, behavior, behavior and other external factors, but also pay more attention to their own personality, intelligence, interpersonal relations, activity ability and other internal factors. With the enhancement of self-cognition ability, college students' ideal self and real self are obviously differentiated. On the one hand, they internalize social expectation into ideal self, or form ideal self out of reality due to anxiety; On the other hand, their cognition of the reality of self tends to be more objective, and the differentiation between ideal self and real self is becoming more and more obvious. This differentiation between ideal self and real self may not only become a driving force for development, but also may cause college students to have a strong sense of dissatisfaction with physical self, social self, psychological self and other aspects, thus resulting in a sense of inferiority. It may also make them show a strong sense of narcissism, and then form arrogance or conceit.

(2) Self-evaluation has become more objective

Self-evaluation is a kind of evaluation on the basis of cognition, which is mainly based on the cognition of various attributes related to the self and the value judgment made on this basis. As a core part of self-knowledge, self-evaluation is also the basis of self-experience and self-regulation. With the increase of age, experience and knowledge, college students' self-evaluation will generally develop in a more

mature direction. They are better able to coordinate the requirements of parents, teachers, friends, classmates and other aspects, and can establish an objective self-concept through the judgment of others. At the same time, they are not completely dependent on the evaluation of others, and can reasonably reflect on the evaluation of others, and form a mature self-concept that can play an adaptive function.

(3) Self-experience is rich and profound, and has volatility

Self-experience is the emotional component of self-consciousness, an emotional experience produced by an individual on the basis of self-evaluation, and a reflection of the relationship between an individual's self-cognition and his subjective needs, that is, an attitude held by the subjective towards the objective. College students' cognition of all aspects of self-content is becoming more and more abundant, which is accompanied by a richer self-experience, surpassing the more superficial and passive self-ideology in primary and secondary school. They are able to feel and appreciate their inner emotions more consciously, and this emotional experience is becoming more nuanced. For example, even in the face of the same success in the exam, they will have different emotional experiences of joy, pleasure, ecstasy, pride, relief, etc. College students' self-experience is increasingly rich and profound, with positive and healthy characteristics on the whole, but it still has a certain degree of volatility. For example, it is easy to produce an emotional experience of ecstasy, complacency and even pride when achieving major achievements, and it is also easy to produce an emotional experience of pessimism, disappointment, self-denial and even self-abandonment when encountering major setbacks. The fluctuation of self-experience makes college students' emotions unstable, which may have adverse effects on their healthy development. The reason for this self-experience volatility is often because their internal self-psychological structure is not stable, so they are susceptible to external stimuli.

(4) The ability of self-regulation has been continuously improved, but it is contradictory

Self-control is the will component of self-consciousness, which is the control of one's own behavior, thoughts and words. Positive self-regulation includes the forms

of autonomy, self-reliance, self-improvement, self-control and self-discipline. The standard of the maturity of college students lies in the remarkable development of their consciousness, persistence, decisiveness and self-control. Compared with the previous stage, college students can not only have stronger control in perception ability, but also regulate themselves in the level of belief. Their control mode is gradually transformed from external control (mainly the requirements of parents and teachers) to internal control, and they can control their life and daily actions to guide and plan their life goals, social expectations and life beliefs. Able to consciously adjust behavior according to self-designed goals, self-control ability significantly improved.

Self-regulation can be understood as the adjustment and restriction of the subjective self to the objective. College students are in an important development period of the formation of their self-concept, and the rational and positive requirements of the subjective self on their own actions are of great significance to the stability and development of the subjective self. However, the negative components of the original self-concept will limit the positive adjustment of the subjective self. It makes the self-regulation ability of college students show contradictory characteristics. For example, on the one hand, college students are full of confidence in life and the future, and they are willing to make great efforts to achieve their goals. On the other hand, they are also susceptible to the interference of negative social information, and the large gap between the ideal self and the real self will also affect the enthusiasm of their self-intention, making them hesitate to move forward, and even complain about the world.

Step 3: Sublimate your emotions (1hour)

On the basis of full communication, teachers guide students to reflect and generalize, elevate concrete and perceptual emotional experience to abstract and rational theoretical knowledge, and at the same time recognize the advantages of positive emotions and learn to deal with negative emotions.

Project 1: Understanding the development of one's self-awareness

Understand the level of self-awareness development through questionnaires and games, analyze the characteristics of self-awareness, and identify areas for improvement.

Share the development of self-awareness with group members without exposing excessive privacy, and communicate any confusion or problems encountered in self-awareness development in their respective growth experiences.

Project 2: How to get help from self growth initiative

Through a questionnaire, understand the development of one's own initiative for self growth and growth, write down one's plan for self growth initiative in the four years of college, and what goals one wants to achieve in college.

Step 4: Action application (2 hour)

The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Project 1The group will share issues and solutions related to their growth and self-awareness. The group will share the most confusing self growth and self-awareness issues they have encountered in their past growth experiences, and how they have solved them. Meanwhile, group members will share what they can do on their own.

Project 2: Share and discuss everyone's college growth plans? How can these plans be truly implemented?

The teacher will discuss with each group, provide guidance, and have the students come on stage to share the results.

Material:

1) Teaching materials

Learning Resources

1) Video

2) Related academic papers

PPT images of mental health education courses for college student

第二章 探索独特的我——自我意识

课标：9-11

自我意识的通俗说法

- 我觉得我是一个怎样的人？
- 我认为我在别人眼里是怎样的人？
- 我渴望自己的职业么？
- 我希望成为一个怎样的人？
- 我怎样改变或认为自己期望的这种人？

- ### 主要内容
- 1 勾勒整体自画像——自我意识的概述
 - 2 绘出未来七彩蓝图——大学生的自我意识
 - 3 寻找来路，创新未来——家庭与我
 - 4 实训练习



一、自我意识的概念

自我意识，是人对自我的认识，是个体对自身存在、自己与周围事物之间关系的认识。

主动的我，是可以进行自我认知的意识，它是自我认识的主体

主我的认识对象，即主我观察的对象及其结果。

自我意识

主我

客我

这是一个文学作品？

My Power's agreement, and she has only four thorns to Adress herself against the world. And I have left on the ground of Power. In Power had I had been that I was only one of her kind in existence. And there was the hood of Power. All these, we can find again through that I was left, with a Power that was unique in all the world, and all that was a common one. A common one.

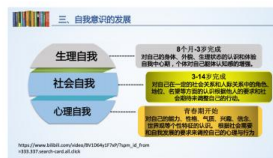
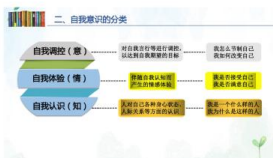
- ### 实训活动2-1 七个“假如”
1. 假如我是一朵花，我希望是_____。
 2. 假如我是一种动物，我希望是_____。
 3. 假如我是一种乐器，我希望是_____。
 4. 假如我是一种水果，我希望是_____。
 5. 假如我是一种颜色，我希望是_____。
 6. 假如我是一种交通工具，我希望是_____。
 7. 假如我是一种树，我希望是_____。

实训活动2-2 我是谁

姓名：_____ 学号：_____

1. 写出在生活中中我的角色以及我中我是谁的角色。

2. 在描述我，用“+”号来代表我自己和我的描述。用“-”号来代表我自己和我的描述。看看我哪条描述更多？



实训活动2-3 我对自己的观察

1. 观察一下你平时对自己的认知，体验和感受，填写在列表中。

2. 通过对自己的观察，你有什么感想？

	自我认知(我对自己是怎样的人?)	自我体验(我感受是怎样的人?)	自我调控(我努力达到怎样的人?)
生理自我			
社会自我			
心理自我			



- ### 实训活动2-4：“理想我”与“现实我”
1. 写出你对“理想我”和“现实我”的描述。
 2. 请在“行动”中写下你认为重要的行动。

实训活动 2-5 我的喜悦与自豪

写下每个时期让你感到喜悦或自豪的1-2件，并找出事件中你所具备3-5项特质与能力。

序号	时间段	事件/事情	你所具备的特质/能力
1	小学		
2	初中		
3	高中		
4	大学		
5	现在		

The presentation consists of 16 slides arranged in a 4x4 grid. The content is as follows:

- Slide 1:** 作业作业：我对自己的观感。1. 观看一下本单元对自己的认知、体验和调控，对比视频，你符合几条？2. 你可以做什么，让自己的自我意识有所成长？
- Slide 2:** 绘出未来七彩蓝图——大学生的自我意识。
- Slide 3:** 一、大学生自我意识的特点。自我认知能力增强，自我意识分化；自我评价尚有不成熟；自我调控能力不断增强，但具有矛盾性。
- Slide 4:** 二、完善大学生自我意识的途径。正确的认识自我；积极悦纳自我；有效自我调控。
- Slide 5:** 点击输入小标题。正确认识自我：比较法（从我与人的关系认识自我）、经验法（从我与事的关系认识自我）、反思法（从我与己的关系中认识自我）。
- Slide 6:** 点击输入小标题。正确认识自我：明确理想自我（确立合理的理想自我、增强自尊和自信、使自己有为实现理想自我努力的更强大的动力、激励自己不断进步）、积极悦纳自我（培养家庭的观念和坚强的性格）、有效自我控制。
- Slide 7:** 3 寻找来路，创新未来——家庭与我。
- Slide 8:** 家庭与我。家庭含义：家庭是社会的细胞，是构成社会生活的基本单位。亲子关系构成的家庭叫核心家庭。原生家庭（family-of-origin）是指个人出生后被抚养的家庭，是个体最初的学习和成长环境，也是个体最初的生活、心理、情感体验的场所。
- Slide 9:** 二、家庭的心理特征。(一) 角色的不可选择性；(二) 关系的无法解除性；(三) 家庭中的地位与角色；(四) 上一代对下一代人影响。
- Slide 10:** 三、家庭如何塑造人。性别角色：父母期待、传统文化的影响、家庭关系。父母教养方式：专制型、民主型、溺爱型、忽视型、放任型。
- Slide 11:** 4 课堂讨论。我们和核心家庭的关系需要调整吗？
- Slide 12:** 四、健康的家庭沟通。保护型家庭（高保护、低要求）、权威型家庭（高保护、高要求）、民主型家庭（低保护、高要求）、放任型家庭（低保护、低要求）。
- Slide 13:** 四、健康的家庭沟通。亲子关系：多沟通、多理解、多尊重、多包容。夫妻关系：多沟通、多理解、多尊重、多包容。亲子关系：多沟通、多理解、多尊重、多包容。
- Slide 14:** 谢谢观看。

Clip Video

1. https://www.bilibili.com/video/BV1D64y1F7xP/?spm_id_from=333.337.search-card.all.click
2. https://www.bilibili.com/video/BV1D64y1F7xP/?spm_id_from=333.337.search-card.all.click

Homework:

<https://mooc1-1.chaoxing.com/mooc-ans/work/viewWork?courseId=237543295&classId=84051698&id=30386066&isdisplaytable=2&mooc=1&ut=t&enc=2cd4ecf7dc5bd63a4c31b912c2c0805d&openc=73924c185370c2300fc119e35caf9356>

This assignment requires students to analyze and understand themselves from the perspective of their original family. One is to help students understand where they came from, and more importantly, to know where to go as minors and how to view the impact of their original family on themselves .

Criteria to evaluate item 1. Planfulness

Standard 1: Setting a realistic goal for what kind of person you want to become	
Standard 2: Knowing how to develop a practical and feasible plan to change oneself	
Standard 3: When you want to change oneself, you will develop a reasonable plan	
Standard 4: Knowing how to set reasonable goals in the process of changing oneself	
Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself	
Score	Score
21 - 25	Excellent
16 - 20	Good
10 - 15	Moderate
5 - 9	Pass
Less than 5	Poor

Criteria to evaluate item 2. Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself	
Standard 2: Actively strive to improve oneself	
Standard 3: Continuously striving for growth	
Standard 4: Continuously seeking opportunities for growth	
Score	Score
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 3. Readiness for Change

Standard 1: Using resources	
Standard 2: Knowing which aspects of oneself need to be changed	
Standard 3: When it is necessary to make some changes to oneself, one can be aware of it	
Standard 4: Knowing when to make the most appropriate adjustments to oneself	
Score	Score
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 4. Usingresources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others	
Standard 2: Be adept at utilizing various resources during the growth process	
Standard 3: Seeking help from others in the process of striving to change oneself	
Score	Score
13 -15	Excellent
10 -12	Good
7 - 9	Moderate
4 - 6	Pass
Less than 4	Poor

Criteria to evaluate over all item 1- 4 are 16 standards

Score	Score
64 -80	Excellent
48 -63	Good
32 - 47	Moderate
16 - 31	Pass
Less than 16	Poor

Lesson Plan 3 (6 hour)

Teaching:

The teaching based on active experience is a comprehensive teaching model, and the classroom teaching is carried out in four steps.

Step1: Create the situation (1 hour)

At the beginning of the classroom, the instructor first understands the basic knowledge of students about life education, and then arranges relevant content of life education based on teaching objectives, teaching content, student characteristics, and actual needs of students, which is conducive to students' emotional experience, creates a good experiential atmosphere, stimulates students' interest in participation, and guides them to achieve self active growth.

(1) Questions that students need to consult in advance:

- ① What is life education?
- ② Have you ever taken any courses related to life education before?
- ③ What do you hope to gain from the content of life education?

(2) Student groups search and collect the following information questions for discussion.

- ④ How is life and death viewed in traditional Chinese culture?
- ⑤ What is the tradition of death in your hometown?

2. Student groups share collected information to broaden and deepen their knowledge.

Project 1: Creation background

Background

People often say: life and death are destined, wealth and fortune are in heaven. People have some reverence, some fear, some worry, some calm, some meaningless, or multiple feelings towards life and death; There are various speculations and expectations about the "ending" of a person after death. Buddhism emphasizes reincarnation, Taoism seeks immortality, and Christ has heaven. In different cultural

backgrounds, there seems to be a consensus that death is not the end. And human reproduction, passing on the family line, or donating human organs to give hope to others after death, or having works that survive and remain famous in history, and the revolutionary ideal of "killing Xia Minghan and later generations", are often considered as the continuation of life; So what exactly is life? What is death? What is the correlation between life and death, death and life? What kind of inspiration can life and death bring us?

Project 2: Why study life education

When do people feel alive when they are born? Sitting in a university classroom, how do you feel like a unique being, rather than just a student ID on the teacher roster in a large class, or the classmate in red? To restore oneself to a concrete life, a person with a sense of existence, the first thing to let life be present is to say who you are!

Ms. Lu Xiaoya, Senior Editor of China Youth Daily and Director of the Beijing Association for the Promotion of Posthumous Advice, once introduced herself with a paragraph about "ordinary objects" - love swimming, love traveling, love movies, love lying in bed reading, love the starry sky, and even more love the freedom of the soul. I am not a "brick", not a Fu Zhuo veteran

I am Lu Xiaoya, a person who hopes to live a meaningful and interesting life

Step2: Import the experience (2 hour)

Anna is a lively and cheerful healthy girl, and she has an older sister who is suffering from leukemia; And her birth, as you guessed, was created by doctors through strict genetic screening in order to save her sister's life. Anna, who was created, has been continuously contributing herself to her sister since birth, from umbilical cord blood to white blood cell transplantation and then to bone marrow... One day, Anna suddenly submitted a lawsuit to a law firm, requesting the lawyer's help to fight against her parents and fight for control over her body. This is the opening plot of the movie "Guardian of Sister", with a discussion of life and body rights, and the story gradually deepens

Discussion: Is life just a fertilized egg or a baby born from it? Is life living for oneself or for others? What is the meaning of living?

Project 1: Understanding life education

Engels' definition of life: Life is the form of protein body, and the basic factor of this form of existence is the continuous metabolism with the external nature around it. Once this metabolism stops, life stops, and the result is the breakdown of proteins.

Socrates believed that natural material factors are the elements that make up life, but they are not the cause of the emergence of life. The emergence of life is due to the consciousness of "goodness".

Kant believed that individual life is the unity of naturalness, culture, and morality, and is not a one-dimensional but multidimensional existence; Life itself is the highest value and purpose, not the means.

Different disciplinary perspectives have different definitions of life. In fact, natural life, social life, and spiritual life are unified and belong to the existence of life. College students should be based on the concept of life existence, enhance their awareness of life, and improve their personality; Cultivate correct values and happiness concepts, and strive to achieve a happy life; Establishing the correct life goals, making good career plans, achieving self growth and social contribution, seeking the value and significance of life existence, and transcending life.

Project 2: Understanding the hierarchy of death

In addition to classifying death based on time, it can also be discussed from three levels: first, physical death, which is biological death, all of which belong to physical death; The second is when you hold a memorial service, others come to remember you, bow and say goodbye to you, which is sociological death. From then on, in terms of social relations, you no longer exist. The third layer is that everyone in this world forgets you, and you disappear from the entire human memory, which is the ultimate death.

Discuss in groups about events related to death that you have experienced and share your feelings.

Step3: Sublimate your emotions (2 hour)

On the basis of sufficient communication, teachers guide students to recall past experiences, elevate concrete and emotional experiences into abstract and rational

theoretical knowledge, recognize the complexity of life, learn self growth, and realize the meaning and value of life.

Project 1: Understanding Farewell to life

When life passes away, why should the living bid farewell to it? What kind of emotional changes and psychological experiences will reincarnation bring to the living? And how will the living handle these emotional changes?

Due to factors such as ethnic funeral culture and regional differences, in addition to the commonly used earth burial, there are also many funeral forms in China, such as ice burial, cremation, sky burial, water burial, hanging coffin burial, sand burial, tree burial, tower burial, etc. Earth burial is the most traditional form of funeral in China. The traditional idea of settling down and relocating, and returning to the roots of fallen leaves is deeply rooted in the hearts of the Chinese people, and it is a funeral form that most Chinese people are unwilling to change. It was not until the establishment of New China that people gradually changed their mindset and began to accept other forms of funeral, such as cremation, tree burial, flower bed burial, etc.

In addition to the conventional or common funeral forms mentioned above, bidding farewell to life can also be achieved through some psychological techniques, such as using empty chair technology, fantasy travel technology, etc., to allow the bereaved to bid farewell to the deceased in their hearts; Under technological means, VR technology can also be used to bid farewell to the deceased.

The changes in funeral forms reflect people's views on life and death, and the concept of life and death reflects their outlook on life; From the traditional earth burial, which reflects the idea of settling in and accumulating coffins throughout one's life, in order to maintain a more dignified attitude towards life after death, to the current majority of cremation, people view natural life and the limitations of life from a more scientific and rational perspective, underestimate life and death, understand that what follows is only a form of spiritual comfort, and thus view death with greater tolerance and ease; Moving on to the new environmentally friendly funerals such as tree burials and flower bed burials that have emerged recently, and even using ashes to make rings or other artworks to wear on the body, people nowadays pay more attention to green environmental protection. Therefore, they can accept returning to nature in a way that

reduces resource waste and damage, known as "turning into spring mud to protect flowers". The change in life and death views allows people to let go of their obsession, focus on the present, cherish the beauty of the world, and seize the moment to enjoy a beautiful life.

Project 2: How to get help from Sorrow

Sorrow is the reaction process after the loss of loved ones, during which the bereaved person will experience various reactions including emotional, cognitive, behavioral, psychological, interpersonal, and spiritual aspects. Sorrow is a normal and complex experience.

Physiologically: Sleep disorders, easy awakening, frequent dreaming, and even nightmares;

Cognitive: disbelief, non acceptance, confusion and confusion, compulsive longing for the deceased;

Emotionally and emotionally: shocked, numb, self blaming, guilty, helpless, powerless, and helpless;

Behaviorally: loss of appetite or binge eating, social withdrawal, and isolation from others; Often sigh and cry; Deliberately avoiding or approaching the relics of the deceased.

Step 4: Action application (1 hour)

The process of action verification can be carried out immediately in class, or through assigning corresponding homework, students can continuously strengthen their knowledge, skills and emotional experience, and then form internal knowledge ability and positive power.

Project 1: The group will share their stories related to life. The group will share their life related experiences in the past, and share what experiences and growth they have gained from them, as well as what inspirations they have for future life.

Project 2: Group simulation: How can you help your good friend when they encounter a very sad event?

The teacher will discuss with each group, provide guidance, and have students share the results on stage ◦

Material:

- 1) Teaching materials

Learning Resources

- 1) Video
 - 2) Related academic papers
- PPT images of mental health education courses for college student



Clip Video

<https://b23.tv/loBn6e6>

<https://b23.tv/I9Ho13J>

<https://b23.tv/SQrnz1P>

Question for group

Discuss and answer the following questions:

1. Group discussion Share the most memorable life events from your past experiences.

2. What you can learn from the separation.

3. How to treat people around you better.

4. Do something to make your life more meaningful and worthwhile.

Criteria to evaluate item 1. Planfulness

Standard 1: Setting a realistic goal for what kind of person you want to become	
Standard 2: Knowing how to develop a practical and feasible plan to change oneself	
Standard 3: When you want to change oneself, you will develop a reasonable plan	
Standard 4: Knowing how to set reasonable goals in the process of changing oneself	
Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself	
Score	Grade
21 - 25	Excellent
16 - 20	Good
10 - 15	Moderate
5 - 9	Pass
Less than 5	Poor

Criteria to evaluate item 2. Intentional Behavior

Standard 1: Whether one can seize every opportunity to grow oneself	
Standard 2: Actively strive to improve oneself	
Standard 3: Continuously striving for growth	
Standard 4: Continuously seeking opportunities for growth	
Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 3. Readiness for Change

Standard 1: Using resources	
Standard 2: Knowing which aspects of oneself need to be changed	
Standard 3: When it is necessary to make some changes to oneself, one can be aware of it	
Standard 4: Knowing when to make the most appropriate adjustments to oneself	
Score	Grade
17-20	Excellent
13-16	Good
9-12	Moderate
5-8	Pass
Less than 5	Poor

Criteria to evaluate item 4. Usingresources

Standard 1: When encountering problems during the growth process, one will proactively seek help from others	
Standard 2: Be adept at utilizing various resources during the growth process	
Standard 3: Seeking help from others in the process of striving to change oneself	
Score	Grade
13 -15	Excellent
10 -12	Good
7 - 9	Moderate
4 - 6	Pass
Less than 4	Poor

Criteria to evaluate over all item 1- 4 are 16 standards

Score	Score
64 -80	Excellent
48 -63	Good
32 - 47	Moderate
16 - 31	Pass
Less than 16	Poor

Appendix E

The Results of the Quality Analysis of Research Instruments

Table Appendix 1 Evaluation Results of IOC for Factor Analysis (For Students)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Part 1							
No. 1	Gender						
A.	Male	+1	+1	+1	3	1.00	Valid
B.	Female						
No. 2	Students from						
A.	Fine arts Major.						
B.	Environmental art design Major	+1	+1	+1	3	1.00	Valid
C.	Chinese international education Major..						
D.	Smart agricultural technology Major.						
No. 3	Age						
A.	below 18 yrs.						
B.	18-20 yrs.	+1	+1	+1	3	1.00	Valid
C.	21-23 yrs.						
D.	over 23 yrs.						
Internal factors							
1	Students can seize every opportunity that allows to grow in Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
2	Students can actively try to improve myself personal growth initiative in Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
3	Students keep trying to grow personal initiative in Mental	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
4	Health Education Course. Students are constantly looking for opportunities to grow in Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
5	Students have set a realistic personal growth initiative goal for themselves in the Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
6	Students know how to make a realistic plan to change themselves personal growth initiative in the Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
7	Students know how to set reasonable goals in the process of changing themselves in the Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
8	Students can recognize when they need to change something about themselves in the Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
9	Students can realize when they ready to change themselves.	+1	+1	+1	3	1.00	Valid
10	Students would ask for help	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
	from lecturers when they had a problem in personal growth initiative.						
11	Students are good at using resources when they was in personal growth initiative	+1	+1	+1	3	1.00	Valid
12	Students have a clear understanding of personal growth initiative knowledge and study by Positive experience instructional model in Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
13	Students feel that homework or project work assigned by lecturers and students can help students better apply the knowledge they have learned.	+1	+1	+1	3	1.00	Valid
14	Students learn through positive experience to enhance their personal growth initiative.	+1	+1	+1	3	1.00	Valid
15	Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in Mental Health Education Course.						

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
External factors							
1	Lecturers use a positive experience approach to offer Mental Health Education courses (such as mobile interaction, immersive experience, PPT, group collaborative exploration activities, etc.), to stimulate students' interest in personal growth initiative..	+1	+1	+1	3	1.00	Valid
2	Lecturers combine traditional teacher centered evaluation methods with student evaluation and process evaluation.	+1	+1	+1	3	1.00	Valid
3	The lecturers pay more attention to students' ability to apply personal growth initiative and its impact in Mental Health Education Course.	+1	+1	+1	3	1.00	Valid
4	The lecturers combine the knowledge and positive experience in Mental Health Education in course to enhance undergraduate students' personal growth initiative.	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
5	The lecturers choose suitable materials and emerging network resources.	+1	+1	+1	3	1.00	Valid
6	The textbook provides a positive psychology orientation,a sense of experience cases and materials to useful for students.	+1	+1	+1	3	1.00	Valid
7	Students' families can support each other in times of crisis	+1	+1	+1	3	1.00	Valid
8	Students' families can express their feelings to each other	+1	+1	+1	3	1.00	Valid
9	Students can feel tolerated by others in the family.	+1	+1	+1	3	1.00	Valid
10	Students can feel that their parents will provide comfort and try their best to encourage them when they encounter problems.	+1	+1	+1	3	1.00	Valid
11	Students can receive support and assistance from instructors on personal growth initiative in the classroom.	+1	+1	+1	3	1.00	Valid
12	Students can discuss their growth problems with	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	teachers in school.						
13	Students have difficulties getting along with their classmates at school	+1	+1	+1	3	1.00	Valid
14	Students can care about each other with their classmates in school.	+1	+1	+1	3	1.00	Valid
15	Students think small class teaching is more conducive to obtaining personal growth experiences than large class teaching.	+1	+1	+1	3	1.00	Valid
					99	1.00	Valid

Note: Valid when ≥ 0.60 .

Table Appendix 2 Evaluation Results of IOC for Factor Analysis (For Lecturers)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Part 1							
No. 1 Gender							
	A. Male B. Female	+1	+1	+1	3	1.00	Valid
No. 2 University							
	A.Guangxi Arts University						
	B.Guangxi technological College of machinery and electricity	+1	+1	+1	3	1.00	Valid
	C.Guangxi Nanning technological College						
No.3 Teaching experience							
	A. Below 3 yrs. B. 4-6 yrs.	+1	+1	+1	3	1.00	Valid
	C. 7- 9 yrs. D. Over 9 yrs.						
No.4 Age							
	below 25 yrs.						
	B. 25-35 yrs.	+1	+1	+1	3	1.00	Valid
	C. 36-49 yrs.						
	D. over 49 yrs.						
Questions							
1	Why do you accept or select to teach this subject?(Example, prefer to teach, be expert in the content, be requested, or other reasons.)	+1	+1	+1	3	1.00	Valid
2	How do you prepare to teach this subject?(Preparing	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
	contents, materials, teaching location)						
3	For the first time in your teaching, how do you prepare subject orientation to educate students about the teaching system, measuring, and assessment?	+1	+1	+1	3	1.00	Valid
4	Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' personal growth initiative? Do you often think about how to improve teaching?	+1	+1	+1	3	1.00	Valid
5	How do you give the opportunity for students to participate in the teaching? (Please clarify the methodology.)	+1	+1	+1	3	1.00	Valid
6	How many methodologies for students' measurement and assessment, and do you think your measurement and assessment course can reflect students' learning effect and knowledge level?	+1	+1	+1	3	1.00	Valid
7	What Classroom activity do	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
	you carry out to improve students' personal growth initiatives?						
8	Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?	+1	+1	+1	5	1.00	Valid
9	Which aspects of your teaching need to be improved, or which aspects do you want the school to support you?	+1	+1	+1	3	1.00	Valid
10	Previously, what problems do you meet in your teaching, and how do you find the solution?	+1	+1	+1	3	1.00	Valid
					42	1.00	Valid

Note: Valid when ≥ 0.60 .

Table Appendix 3 Evaluation Results of IOC for instructional model

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Utility Standard							
1	Positive Experience Instructional model is useful to lecturers to enhance Personal Growth Initiative.	+1	+1	+1	3	1.00	Valid
2	Positive Experience Instructional model is useful to students to enhance Personal Growth Initiative.	+1	+1	+1	3	1.00	Valid
3	Positive Experience instructional model includes necessary and enough contents.	+1	+1	+1	3	1.00	Valid
4	Positive Experience instructional model promotes to enhance Personal Growth Initiativet more compared to traditional teaching.	+1	+1	+1	3	1.00	Valid
5	Positive Experience instructional model increases the Personal Growth Initiative of students.	+1	+1	+1	3	1.00	Valid
Feasibility Standard							
1	The lecturer can apply Positive Experience Instructional model instructional model to enhance Personal Growth	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert	Expert	Expert			
		1	2	3			
	Initiative to their work and it is worth the time for actual use.						
2	The lecturer can develop the students to Positive Experience Instructional model.	+1	+1	+1	3	1.00	Valid
3	Positive Experience instructional model to improve Personal Growth Initiative is easy to use.	+1	+1	+1	3	1.00	Valid
4	The students always develop their learning all time by Positive Experience instructional model to enhance Personal Growth Initiative	+1	+1	+1	3	1.00	Valid
5	The students are comfortable in learning by themselves Positive Experience instructional model to improve Personal Growth Initiative	+1	+1	+1	3	1.00	Valid
Propriety Standard							
1	Positive Experience instructional model to enhance Personal Growth Initiativet is appropriate for lecturers to use assessment results to improve the	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	students.						
2	Positive Experience instructional model to enhance Personal Growth Initiativet is appropriateness for students to create knowledge by themselves.	+1	+1	+1	3	1.00	Valid
3	Positive Experience instructional model to enhance Personal Growth Initiativet is convenient to use.	+1	+1	+1	3	1.00	Valid
4	Positive Experience instructional model to enhance Personal Growth Initiativet is a systematic process to use.	+1	+1	+1	3	1.00	Valid
5	Positive Experience instructional model to enhance Personal Growth Initiativet is clear and suitable for use in learning and students development.	+1	+1	+1	3	1.00	Valid
Accuracy Standard							
1	Positive Experience instructional model to enhance Personal Growth Initiativet is comprehensively analyzed from different	+1	+1	+1	3	1.00	Valid

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	contexts and sufficient for the synthesis of patterns.						
2	Positive Experience instructional model to enhance Personal Growth Initiativet has a clear process.	+1	+1	+1	3	1.00	Valid
3	Positive Experience instructional model to enhance Personal Growth Initiativet are described and the acquisition is clear.	+1	+1	+1	3	1.00	Valid
4	Positive Experience instructional model to enhance Personal Growth Initiativet use techniques and tools which acquires accurate information and communication.	+1	+1	+1	3	1.00	Valid
5	Positive Experience instructional model to enhance Personal Growth Initiativet is a correct and comprehensive learning system.	+1	+1	+1	3	1.00	Valid
					60	1.00	Valid

Note: Valid when ≥ 0.60 .

Table Appendix 4 Evaluation Results of IOC for rubric Observation

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Planfulness							
1	Standard 1: Setting a realistic goal for what kind of person you want to become	+1	+1	+1	3	1.00	Valid
2	Standard 2: Knowing how to develop a practical and feasible plan to change oneself	+1	+1	+1	3	1.00	valid
3	Standard 3: When you want to change yourself, you will develop a reasonable plan	+1	+1	+1	3	1.00	Valid
4	Standard 4: Knowing how to set reasonable goals in the process of changing oneself						
5	Standard 5: Knowing the specific steps to be completed in the process of actively changing oneself						
Intentional Behavior							
6	Standard 1: Whether one can seize every opportunity to grow oneself	+1	+1	+1	3	1.00	Valid
7	Standard 2: Actively strive to improve oneself	+1	+1	+1	3	1.00	Valid
8	Standard 3: Continuously striving for growth	+1	+1	+1	3	1.00	Valid
9	Standard 4: Continuously seeking opportunities for						

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	growth						
Readiness for Change							
10	Standard 1: Using resources	+1	+1	+1	3	1.00	Valid
11	Standard 2: Knowing which aspects of oneself need to be changed	+1	+1	+1	3	1.00	Valid
12	Standard 3: When it is necessary to make some changes to oneself, one can be aware of it	+1	+1	+1	3	1.00	Valid
13	Standard 4: Knowing when to make the most appropriate adjustments to oneself				27	1.00	Valid
Using resources							
14	Standard 1: When encountering problems during the growth process, one will proactively seek help from others						
15	Standard 2: Be adept at utilizing various resources during the growth process						
16	Standard 3: Seeking help from others in the process of striving to change oneself						

Note: Valid when ≥ 0.60 .

Table Appendix 5: Evaluation Results of IOC for Lesson Plan

No	Item	Experts' rating	Experts' rating			Total	MEAN	Results
			Expert 1	Expert 2	Expert 3			
Learning Objective								
1	Complying with content of the course		+1	+1	+1	3	1.00	Valid
2	Master knowledge and ability		+1	+1	+1	3	1.00	Valid
3	Being measurable in 4 item include standards		+1	+1	+1	3	1.00	Valid
Contents								
4	Complying with learning objective		+1	+1	+1	3	1.00	Valid
5	Being appropriate in terms of time management		+1	+1	+1	3	1.00	Valid
Virtual reality plus augmented reality sport instructional models								
6	Complying with the designed instructional model		+1	+1	+1	3	1.00	Valid
7	Supporting students' learning		+1	+1	+1	3	1.00	Valid
8	Including various activities		+1	+1	+1	3	1.00	Valid
Learning materials								
9	Complying with the learning objectives		+1	+1	+1	3	1.00	Valid
10	Complying with the contents		+1	+1	+1	3	1.00	Valid
Evaluation and Assessment								
11	Complying with the learning objectives		+1	+1	+1	3	1.00	Valid
12	Including standards and rubric score		+1	+1	+1	3	1.00	Valid
						36	1.00	Valid

Appendix F
Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Ms. Li Yu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix G

The Document for Accept Research/Full Paper

ที่ อว.๖๕๐๑.๑๑/๑.๒๑ ๗๒



คณะศึกษาศาสตร์
มหาวิทยาลัยเกษตรศาสตร์
๕๐ ถนนงามวงศ์วาน จตุจักร
กรุงเทพมหานคร ๑๐๙๐๐

๔ ธันวาคม ๒๕๖๖

เรื่อง ยืนยันการตีพิมพ์บทความในวารสารศึกษาศาสตร์ปริทัศน์

เรียน คุณ Li Yu, Assistant Professor Dr. Tanaput Chanchaoen, Associate Professor Dr. Areewan Iamsa-ard และ Assistant Professor Dr. Prapai Sridama

ตามที่ท่านได้ส่งบทความเรื่อง “Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students” เพื่อลงตีพิมพ์ในวารสารศึกษาศาสตร์ปริทัศน์ กองจัดการวารสารศึกษาศาสตร์ปริทัศน์คณะศึกษาศาสตร์มหาวิทยาลัยเกษตรศาสตร์ ขอแจ้งให้ท่านทราบว่าบทความของท่านได้รับการพิจารณาให้ลงตีพิมพ์ในวารสารศึกษาศาสตร์ปริทัศน์ ปีที่ ๓๙ ฉบับที่ ๒ เดือน พฤษภาคม - สิงหาคม ๒๕๖๗

ขอแสดงความนับถือ

จิตตินันท์ บุญสุกร

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วารสารฯ

โทร ๐๒-๕๗๙๘๔๐๓

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2006.09-2010.07 Studied applied psychology at the School of Guangxi
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