A CLASSIFICATION EVALUATION MODEL OF ONLINE MENTAL HEALTH LEARNING BASED ON RESOURCE SHARING PLATFORM

Zhimei Xue*, Xiaoli Su, Haihua Liu, Yulian Zhu

Abstract

Based on resource sharing platform, online learning has disrupted the traditional education methods, and greatly enhanced the interests and efficiency in learning. This paper analyzes the sharing features of mental health education resources, and then constructs a classification evaluation model for online mental health learning based on resource sharing platform. The effectiveness of the established model was empirically verified through the application among a group of college students. The results show that online mental health learning has four functions: guidance, diagnosis, regulation and stimulation; our model can classify mental health courses by type, function, medium and stage; our model caters to the interests or needs of each college student, enhancing his/her enthusiasm of online learning of mental health knowledge. This research is helpful to promote the mental health condition of college students.

Key words: Resource Sharing Platform, Online Learning, Mental Health, Classification Evaluation.

INTRODUCTION

Online learning based on resource sharing platform is a new learning mode, and the rise of online learning platform has triggered a profound change from educational concept, educational content, educational method and educational means to educational mode and educational process (Davids, Adams Tucker, Wambua et al., 2019). At present, the resource sharing platform for online learning has been preliminarily perfected, and the study on the resource sharing platform is gradually turning to the process mode, practice effect and quality evaluation of virtual teaching and online learning (van de Beek, van der Krieke, & Schoevers, 2013). Online learning is a kind of learning based on computer network real-time synchronous communication interaction, that is, all teaching activities realized through computer network, especially Internet, can be regarded as online learning, indicating that learning activities are given a social attribute (Basavarajappa & Chand, 2017). The classified evaluation model of online learning belongs to a sub-category of education evaluation. With the help of resource sharing platform, the evaluation method is adopted to measure the online teaching process and its result. The classification evaluation of online learning generally includes teaching content, teaching method, teaching environment, teaching resources, resource platform services and teaching management (Perez Vallejos, Koene, Carter et al., 2017).

Along with the acceleration of the pace of life, people are facing and bearing more and more pressure. Intangible pressure has an important impact on people’s health. Mental health is a state where people are good and energetic in the physical, emotional and spiritual aspects (Meyer, Casarez, Mohite et al., 2017; Fergie, Hilton, & Hunt, 2015). Mental health is a positive state, and the evaluation criterion of
mental health is related to understanding and subjective feeling of self-development, other people’s relationship and real environment (Kelleher, Moreno, & Wilt, 2018). The development of online learning of mental health is slow. However, in the existing resource sharing platform, the online learning contents of mental health education curriculum have been enriched (Bone, Dugard, Vostanis et al., 2015; Bastida, Mcgrath, & Maude 2010). Based on the resource sharing platform, this study analyzes the sharing characteristics of mental health education resources, and constructs a classification evaluation model of online learning of mental health. This study provides a theoretical basis for promoting people’s mental health education.

ANALYSIS OF SHARING CHARACTERISTICS OF MENTAL HEALTH EDUCATION RESOURCES

Mental health education gathers the ideological consensus of subject and object, integrates the resources of various elements, and promotes the sharing of mental health, which is exactly the sharing idea of mental health education (Weinberg, Neff, & Jurica, 2012). The sharing of mental health education means an educational feature for the subject and the object to maximize the learning effect through promoting the goal consensus, platform consensus and resource sharing in the process of mental health education (Patterson, Mcdonald, & Orchard, 2014). Based on the sharing platform of education resources, the sharing of mental health learning is divided into cooperative sharing among subjects and interactive sharing among subjects and objects, systematic sharing of the same mental health education process and open sharing of different mental health education platforms (Lal, Dell’Elce, Tucci et al., 2015).

Figure 1 is the form of sharing characteristics of mental health education resources, which is mainly reflected in the cooperation of multiple subjects, the interaction of process participation, the openness of network environment, the systematizations of resource utilization, the reference of and method and the diffusion of educational effect. Figure 2 shows the basic requirements of the sharing characteristics of mental health education resources, including adhering to the goal of all-round cooperation in educating people, constructs a sharing platform for interconnection, integrating the shared educational resources, optimizing the cultivation process of mutually reinforcing and complementing each other, innovating application of artificial intelligence and expanding exemplary transformation of typical experience. In the process of mental health education, the sharing subject of the sharing platform is not unique, but emphasizes the universality of the sharing of mental health education curriculum. On the sharing platform of education resources, the participation process is interactive, which is not only reflected in the value guidance of course learning, but in the formation of a two-way interaction process with subject construction of educated people (Gayed, LaMontagne, Milner et al., 2018).

Figure 1. The manifestation of sharing characteristics of mental health education resources
CONSTRUCTION OF CLASSIFICATION EVALUATION MODEL OF ONLINE LEARNING OF MENTAL HEALTH

Environment characteristics and activity characteristics of online learning based on resource sharing platform

The online learning platform is a living space for online learners to carry out learning activities. The resource sharing platform for online learning changes from limited learning resources to massive learning resources, and the weak remote control of online learning turns to strong support. The online learning platform pays more and more attention to the knowledge transfer and tends to design the teaching activity, and the network teaching changes to socialization. Table 1 is a comparison between online learning and traditional learning. Online learning leads to the separation of teaching and learning. Each learner’s organizational knowledge construction, knowledge identity and cognition are different, that is, all kinds of learning problems arising from online learning are still the most important problems faced by learners.

Table 1. Comparison between online learning and traditional learning

| Traditional learning | Online learning |
|----------------------|-----------------|
| Teacher centered     | Learner centered|
| A teacher is a wise man standing on the stage | Teachers are just coordinators |
| Face to face interaction | Text based interaction |
| Instant messaging and feedback | Mainly asynchronous communication and feedback |
| Learning motivation comes from peer pressure | What dominates is learners’ self-motivation |
| The course schedule is in accordance with the established schedule | 24 / 7 continuous teaching |
**Figure 3. The mechanism of the influence of online learning on Autonomous Learning**

The mechanism of the influence of online learning on Autonomous Learning

- The influence of self choice on self cognition
- The influence of self expression on psychological structure
- The influence of instant communication on value orientation
- The influence of open sharing on behavior pattern

- Information selection forms self image memory
- The purpose of online learning affects self judgment
- Fuzzy role location of online learning duration
- Open and free to create a relaxed atmosphere
- Freedom of expression promotes self realization
- Value selection of information dissemination guidance
- The mainstream of thought keeps a good momentum
- Information sharing promotes behavior personalization
- Diversifying resources and strengthening the sense of independence

**Figure 4. The function of classification and evaluation of online learning of mental health**

Mental health online learning evaluation function

- Guiding function
- Diagnostic function
- Regulation function
- Incentive function

**Figure 5. Principles of classification and evaluation of online learning of mental health**

Principles of online learning evaluation of mental health

- Objectivity principle
- Integrity principle
- Guiding principle
- Scientific principle
- Efficiency principle

**Function and principle of classification evaluation of online learning of mental health**

Classification evaluation of online learning is an important part of online learning and plays a vital role in knowledge management and control of resource sharing platform. Classification evaluation of online learning, based on learning objectives or contents and with the help of
network technology and tools, adopts evaluation method to measure the process and result of online teaching, and gives valuable judgment. Figure 3 is the mechanism of the effect of online learning on autonomous learning, including the effect of self-selection on self-cognition, the effect of free expression on psychological structure, the effect of instant communication on value orientation, and the effect of open sharing on behavioral pattern. The characteristics of online learning based on resource sharing platform make it different from classification evaluation of traditional teaching. Figure 4 shows the functions of classification evaluation of online learning of mental health, mainly including guidance, diagnosis, regulation and stimulation. The classification evaluation results provided by the learners can help the implementers or receivers of online teaching on the resource sharing platform find out problems, correct and update in time, which is conducive to the smooth and effective online learning activities. Figure 5 shows the principles of classification evaluation of online learning of mental health. The process of classification evaluation of online learning should follow the principles of objectivity, integrity, guidance, scientificity and effectiveness.

Classification of online learning of mental health and its evaluation model

The independence, unification and hierarchy of classification determine the quality of classification evaluation model. Online learning is divided into individual learning and cooperative learning according to the correlation between online learners on the platform. Aiming at the online learning course of mental health education, there are general network course, teaching network course and video teaching network course at present, which can be divided into three types: teaching type, autonomous learning type and cooperative inquiry type. Figure 6 is a classification of online learning of mental health, which is divided into two dimensions according to the openness of learning tasks and the degree of self-control of online learning, namely, open online learning with specific learning tasks and learner self-management controlled by teachers. Based on the resource sharing platform, there are many categories of online learning of mental health education, which can be classified according to the curriculum type, curriculum function, curriculum medium and education stage with clear classification idea, making organizational form of online learning diverse. Taking the mental health education of college students as an example, the online learning system can provide convenient technical support for college students, and adapt to the education and teaching mode with mobile phones and computers as the media. Besides, college students can conduct online learning at any time according to their time arrangement, and carry out discussion and answers of questions in the sharing platform, which improves college students’ enthusiasm for learning.

**Figure 6. Classification of online learning of mental health**

---

**EMPIRICAL STUDY ON MENTAL HEALTH EVALUATION MODEL BASED ON RESOURCE SHARING PLATFORM**

The mental health evaluation model based on resource sharing platform should be scientific and objective. The curriculum types of mental health education should be set up in the direction of individuation and development of different levels, gender and education level. To explore the superiority of online learning of mental health based on the sharing platform, this study takes college students as an example to explore the results of mental health of college students after online learning and traditional teaching. Figure 7 shows an online learning process model based on resource sharing platform, including import stage, main stage and evaluation stage. College students selectively integrate knowledge information according to the guidance plan and conduct critical analysis. Through the knowledge construction and the knowledge transformation to extract application and transfer application, they give evaluation.
according to the reflection process of learning activities.

The main contents of college students’ mental health education include mental health common sense, interpersonal communication, self-consciousness, emotion, learning to learn, life education and career planning. Figure 8 is the proportion of online learning time in the total online time of the university every week. It can be clearly seen that the proportion of most college students’ online learning time in the total online time is less than 50%. There is only 14.29% of college students whose proportion of online learning time in the total online time exceeds 50%. However, in fact, the efficiency of college students in class is also very low, so the use of online learning time to determine learning efficiency is not accurate. For the practical comparison, this study adopts examination method to compare. Some students use the traditional teaching method and some use the online learning method.

Figure 7. Online learning process model based on resource sharing platform

Figure 8. The proportion of online learning time in total online time in university every week
Figure 9. Evaluation score of online learning and traditional learning college students’ mental health education

The examination score adopts five-grade marking system. Figure 9 shows the score of mental health education evaluation of online learning and traditional learning of college students. It can be clearly seen that the scores of mental health education contents of online learning of college students are higher than those of traditional learning. In addition, there are significant differences in all aspects. The establishment of classification evaluation model of online learning of mental health education is helpful for college students to learn according to the actual situation. It can guide college students to participate in more mental health learning contents so as to improve their degree of mental health.

CONCLUSIONS

Based on the resource sharing platform, this study analyzes the sharing characteristics of mental health education resources, and constructs a classification evaluation model of online learning of mental health. Conclusions have been drawn as follows:

(1) The main features of the sharing of mental health education resources are cooperation of multiple subjects, the interaction of process participation, the openness of network environment, the systematisms of resource utilization, the reference of and method and the diffusion of educational effect.

(2) Classification evaluation of online learning is an important part of online learning with four functions: guidance, diagnosis, regulation and stimulation. The process of classification evaluation of online learning should follow the principles of objectivity, integrity, guidance, scientific and effectiveness.

(3) Taking college students as an example, the establishment of classification evaluation model of online learning of mental health education is helpful for college students to learn according to the actual situation. It can guide college students to participate in more mental health learning contents so as to improve their degree of mental health.

Acknowledgement

The project is supported by the Social Science Foundation of Hebei Province, named “Research on the Supply System of ‘Internet+’ Elementary Education from the Perspective of Accurate Education” (Grant No.HB18JY036).

REFERENCES

Basavarajappa, C., & Chand, P. (2017). Digital platforms for mental health-care delivery. Indian Journal of Psychological Medicine, 39(5), 703-706.

Bastida, R., Mcgrath, I., & Maude, P. (2010). Wiki use
in mental health practice: Recognizing potential use of collaborative technology. *International Journal of Mental Health Nursing, 19*(2), 142-148.
Bone, C., Dugard, P., Vostanis, P., & Dogra, N. (2015). Students’ understandings of mental health and their preferred learning platforms. *Journal of Public Mental Health, 14*(4), 185-195.

Davids, E. L., Adams Tucker, A., Wambua, G. N., Fewster, D. L., Schlebusch, L., Karrim, S. B. S., Attia, M., Nyoni, J., Bayouh, F. G., Kuteesa, H., Brahim, T., Hoogenhout, M., Kahloul, R. B. M., Jearey-Graham, N., Gobie, H. B., & Nalugya, J. S. (2019). Child and adolescent mental health in Africa: A qualitative analysis of the perspectives of emerging mental health clinicians and researchers using an online platform. *Journal of Child and Adolescent Mental Health, 31*(2), 93-107.

Fergie, G., Hilton, S., & Hunt, K. (2015). Young adults’ experiences of seeking online information about diabetes and mental health in the age of social media. *Health expectations: an international journal of public participation in health care and health policy, 19*(6), 1324-1335.

Gayed, A. LaMontagne, A. D., Milner, A., Deady, M., Calvo, R. A., Christensen, H., Mykletun, A., Glozier10, N., Harvey, S. B. (2018). A new online mental health training program for workplace managers: Pre-post pilot study assessing feasibility, usability, and possible effectiveness. *Jmir Mental Health, 5*(3), e10517.

Kelleher, E., Moreno, M., & Wilt, M. P. (2018). Recruitment of participants and delivery of online mental health resources for depressed individuals using tumblr: Pilot randomized control trial. *Jmir Research Protocols, 7*(4), e95.

Lal, S., Dell’Elce, J., Tucci, N., Fuhrer, R., Tamblyn, R., & Malla, A. (2015). Preferences of young adults with first-episode psychosis for receiving specialized mental health services using technology: A survey study. *Jmir Mental Health, 2*(2), e18.

Meyer, T. D., Casarez, R., Mohite, S. S., La Rosa, N., & Iyengar, M. S. (2017). Novel technology as platform for interventions for caregivers and individuals with severe mental health illnesses: A systematic review. *Journal of Affective Disorders, 226*, 169-177.

Patterson, P., Mcdonald, F. E., & Orchard, P. (2014). A new australian online and phone mental health support service for young people living with cancer. *Australasian Psychiatry, 22*(2), 165-169.

Perez Vallejos, E., Koene, A., Carter, C. J., Hunt, D., Woodard, C., Urquhart, L., Bergin, A., Statche, R. (2017). Accessing online data for youth mental health research: Meeting the ethical challenges. *Philosophy & Technology, 32*(1), 87-110.

van de Beek, M. H., van der Krieke, L., & Schoevers, R. A. (2013). Online mental health platform for moroccan-dutch in the Netherlands. *Psychiatric services, 64*(11), 1178.

Weinberg, R., Neff, R., & Jurica, B. (2012). Online mental training: making it available for the masses. *Journal of Sport Psychology in Action, 3*(3), 182-192.