

Current Situation and Countermeasures of Teaching Reform of Educational Psychology Course in Colleges and Universities

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Received: January 29, 2025; Accepted: February 25, 2025; Published: February 26, 2025

Abstract

This paper aims to discuss the current situation and countermeasures of educational psychology curriculum teaching reform in China. Firstly, this paper expounds the importance of college educational psychology course in cultivating high-quality education talents, and emphasizes the necessity of teaching reform, and clearly points out the purpose and theoretical and practical significance of this study. Secondly, the paper analyzes the current situation of the teaching reform of educational psychology curriculum in colleges and universities comprehensively, which specifically involves the continuous updating of teaching content, the diversified innovation of teaching methods, the comprehensive reform of teaching evaluation and the professional optimization of teachers. Then, it reveals the main problems in the teaching reform of educational psychology curriculum in colleges and universities, including the lack of theory and practice, the uneven distribution of teaching resources, the difference of teachers' quality and the lack of students' interest and motivation in learning. Finally, the countermeasures for these problems, such as improving the curriculum system, strengthening teacher training, improving the proportion of practical teaching, introducing diversified teaching methods and improving the teaching evaluation mechanism.

Keywords: University, educational psychology, teaching reform, countermeasures, status

1. Introduction

With the development of society and the deepening of educational reform, the importance of educational psychology courses in colleges and universities is becoming increasingly prominent in China. As a professional course aimed at cultivating students' quality of educational psychology and improving the quality of education and teaching, the course of educational psychology in colleges and universities has important theoretical and practical value in cultivating high-quality teachers, educators and researchers. However, in the real teaching, the educational psychology curriculum in colleges and universities still faces many problems, such as the disconnection between theory and practice, the lack of teaching resources, and the significant difference of teachers' quality, which seriously restrict the improvement of the teaching quality of the curriculum. In order to solve these problems, the teaching reform of educational psychology in China has been gradually launched. The purpose of this study is to sort out the existing reform measures, analyze its effectiveness and deficiencies, and then put forward targeted countermeasures, in order to provide theoretical reference and practical guidance for promoting the teaching reform of educational psychology curriculum in colleges and universities. Through the in-depth analysis of the reform status quo, this research is expected to contribute to improving the teaching quality of educational psychology courses in Chinese universities and cultivating more talents with educational psychology literacy.

2. Current Situation of the Teaching Reform of Educational Psychology Curriculum in Colleges and Universities

2.1 Changes in Teaching Content

The change of teaching content is an important aspect in the teaching reform of college educational psychology curriculum. In the traditional teaching mode, the educational psychology curriculum mainly focuses on the teaching of theoretical knowledge, focusing on allowing students to understand and master the basic concepts, theories and methods of psychology. However, with the development of society and the change of educational concept, the traditional teaching content and methods have been unable to meet the needs of modern education. For example, the initial attempt to reform educational psychology shows that innovative teaching methods, such

as experiential teaching methods and trial teaching methods, can be improved, and students' participation and interest in learning can be enhanced.

In order to meet the development needs of educational reform, the teaching content of educational psychology courses in colleges and universities needs to be adjusted and updated urgently. First of all, the course content should be more close to the reality. Through the combination of educational psychology theory and practice, such as the application of motivation theory, the cooperative learning method and the application of emotion filtering hypothesis mentioned in the case, students can apply what they have learned to the actual teaching, so as to improve the teaching effect. Secondly, the course content should strengthen the practical links, such as adding internship and practical training projects, to ensure that students can master the application skills of educational psychology in personal practice. At the same time, the course content should pay comprehensive attention to the development of students, focusing on cultivating students' innovative consciousness, teamwork and communication skills. At the same time, the teaching content should be forward-looking and keep up with the pace of The Times. Technological advances have driven research and technological innovation in the field of educational psychology, such as new trends in technology-assisted learning using cutting-edge technologies such as virtual reality (VR) and augmented reality (AR), as well as the development of personalized learning pathways and the optimization of early education interventions. Integrating these achievements and technologies into the course teaching can improve students' interest in learning, broaden students' horizons, and cultivate students' innovative spirit. In addition, the course content should also focus on cultivating students' interdisciplinary literacy, for example, combining the knowledge of pedagogy, psychology, sociology and other related disciplines, so that students can understand and solve problems from multiple perspectives [1].

In short, the changes in the teaching content of college educational psychology courses should be reflected in the combination of theory and practice, the attention to the comprehensive development of students, and the cultivation of forward-looking and interdisciplinary literacy. By adjusting and optimizing the teaching content, it can better meet the needs of modern education and improve the comprehensive quality and ability of students.

2.2 Innovation of Teaching Methods

In the teaching reform of college educational psychology course, the innovation of teaching methods is the key link to improve the teaching quality and effect. Traditional teaching methods are often teacher-centered, and students are in a state of passive acceptance, which is not conducive to the cultivation of students' active learning and thinking ability. Therefore, the innovation of teaching methods is imperative.

First of all, teachers should change from the original knowledge imitator to the guide and facilitator, and guide students from passive acceptance to active exploration. Teachers can effectively stimulate students' thirst for knowledge and initiative by asking questions and guiding discussion. Secondly, the case teaching method can be adopted to make students better understand and master the theories and methods of educational psychology by analyzing the real cases of educational psychology. Case teaching can not only improve students' interest in learning, but also exercise their ability to analyze and solve problems [2]. In addition, group cooperative learning is also an effective teaching method. Teachers can group students to encourage them to discuss and cooperate in the group to complete the learning tasks together. This can cultivate students' teamwork ability and communication skills. In addition, with the help of modern information technology, such as online teaching platforms, online courses, etc., to provide rich resources, to create convenient learning methods, so that students can learn anytime and anywhere, and improve efficiency.

To sum up, the innovation of teaching methods is an important part of the teaching reform of college educational psychology curriculum. By changing the traditional teaching methods and adopting innovative teaching methods such as guidance, case mode, cooperation and information technology, students' learning interest and initiative can be improved, students' practical ability and comprehensive quality can be cultivated, so as to improve the teaching quality and effect of educational psychology courses.

2.3 Reform of Teaching Evaluation

The reform of teaching evaluation is an important part in the teaching reform of college educational psychology curriculum. The traditional teaching evaluation focuses on the examination results, but ignores the cultivation of students' comprehensive quality and ability. This way easily causes students to blindly pursue high scores, but ignores the practical application of educational psychology and the cultivation of innovative ability.

In order to solve this problem, a series of reforms are needed to improve the teaching evaluation of college educational psychology curriculum. The first thing is to evaluate students' learning effectiveness from a diversified and whole-process perspective. In addition to the final exam, we should also pay attention to the

students'; classroom participation, homework completion, practical operation ability and other aspects of the performance. Secondly, students should pay attention to their self-evaluation and peer evaluation. Students'; self-reflection and peer mutual evaluation can effectively promote self-cognition and improvement. In addition, teacher evaluation and social evaluation should also be introduced. Teachers can evaluate students according to their learning attitude, classroom performance and practical ability, while social evaluation can reflect [3] through practice or practice.

In the reform of teaching evaluation, attention should also be paid to the feedback and utilization of the evaluation results. The evaluation results are not only a reflection of students'; learning results, but more important to provide feedback for students to help them find their own shortcomings and make improvements. At the same time, teachers can adjust the teaching methods and teaching contents according to the evaluation results to better meet the learning needs of students.

In the teaching reform of educational psychology curriculum in colleges and universities, the reform of teaching evaluation is particularly critical, which not only involves the innovation of evaluation concept, but also includes the strengthening of process evaluation and the improvement of evaluation system. Adopt diversified evaluation mechanism throughout the whole process, strengthen students'; self-evaluation and mutual evaluation, combined with teachers and social evaluation, and effectively use the feedback of evaluation results, can effectively promote the comprehensive development of students, and then improve the teaching quality and effectiveness of educational psychology.

2.4 Optimization of the Teaching Team

In the teaching reform of educational psychology course in colleges and universities, the optimization of teachers is a crucial link. To optimize the team of teachers, we should start from three aspects: improving teachers' professional quality, enhancing the communication and cooperation among teachers and paying attention to teachers' psychological quality.

Improving teachers' professional quality is the basis of optimizing the teacher team. As a subject combining theory and practice, educational psychology requires teachers not only to have solid theoretical knowledge, but also to have rich practical experience. Therefore, colleges and universities should strengthen teacher training, and encourage teachers to actively participate in various professional training and academic seminars, so as to improve their professional quality. At the same time, teachers should also take the initiative to learn new educational concepts and teaching methods, and constantly enrich their own knowledge system [4]. Secondly, strengthening the communication and cooperation between teachers is the key to optimize the teacher team. The communication and cooperation between teachers can promote the sharing of teaching resources and improve the teaching quality. Colleges and universities should establish and improve the mechanism of teacher exchange and cooperation, such as organizing regular teaching seminars and subject research groups, etc., and encourage teachers to conduct in-depth discussions and cooperation in teaching methods, teaching contents and students' psychological counseling. Finally, paying attention to teachers' psychological quality is an important guarantee to optimize the teacher team. Educational psychology teachers bear great psychological pressure in the process of teaching, including worrying about students' academic performance and worrying about the teaching effect. Colleges and universities should strengthen the psychological care for teachers, set up psychological consultation rooms, hold mental health lectures and other measures, effectively relieve teachers' psychological pressure, and then improve teachers' teaching enthusiasm and satisfaction.

Optimizing the teaching staff is the key to improve the teaching quality of educational psychology course in colleges and universities. By improving the professional quality of teachers, strengthening the communication and cooperation between teachers and paying attention to the psychological quality of teachers, it is helpful to build an efficient and professional team of educational psychology teachers and lay the foundation for cultivating talents with psychological literacy [5].

3. Problems Existing in the Teaching Reform of Educational Psychology Curriculum in Colleges and Universities

3.1 Disconnection between Theory and Practice

In terms of curriculum setting, the ratio of educational psychology theory curriculum and practical curriculum is unbalanced. Many colleges and universities emphasize on theoretical teaching, but ignore the importance of practical teaching. As a result, it is difficult for students to combine the theoretical knowledge with the actual teaching scene in the learning process, which makes the learning of educational psychology become empty and boring. In terms of teaching methods, teachers often rely on the traditional teaching methods, but ignore the highly

interactive teaching methods such as case analysis and role-playing. This single teaching method makes it difficult for students to apply the abstract educational psychology theory to the practical teaching, thus exacerbating the disconnection between theory and practice [6]. In terms of evaluation mechanism, most colleges and universities still adopt the evaluation method based on examination, ignoring the performance of students in practice. As a result, students pay too much attention to examination scores in the learning process, but also neglect the cultivation of practical ability of educational psychology.

3.2 Insufficient Teaching Resources

One of the main challenges in the teaching reform is the lack of teaching resources. First of all, educational psychology, as a highly applied subject, needs rich practice cases and modern teaching facilities to support teaching activities. However, many colleges and universities do not invest enough resources in the field of educational psychology, which makes it difficult to fully develop the practical link in the teaching process, and students cannot get enough practical operation opportunities [8]. Secondly, the teaching materials and reference books of educational psychology are updated quickly, but the teaching resources of some universities lag behind, and the latest teaching materials cannot be provided in time. As a result, it is difficult for students to access the latest research results and development trends in the field of educational psychology, which further affects the improvement of teaching quality. In addition, teacher resources are also an important part of teaching resources. However, in some universities, the insufficient number of teachers in educational psychology courses leads to overburdened teachers and is difficult to pay full attention to the needs of each student. In addition, teachers' professional quality and teaching ability are uneven, which also restricts the teaching quality of educational psychology curriculum to some extent.

In view of these problems, colleges and universities should increase the investment of teaching resources in educational psychology courses, purchase advanced teaching equipment, and provide rich practical opportunities. At the same time, attention should be paid to the update of textbooks and reference books to ensure that students have access to the latest research results. In addition, colleges and universities should also pay attention to the construction of teacher team, introduce excellent talents, and improve the professional quality of teachers and teaching ability. Through these measures, it is expected to alleviate the problem of insufficient teaching resources of educational psychology courses in colleges and universities, and further improve the teaching quality [9].

3.3 Teacher Quality is Uneven

One of the major challenges in the teaching reform of college educational psychology curriculum is the imbalance of teachers' psychological quality, which directly affects the teaching effect and education quality. First of all, because educational psychology is an interdisciplinary field, teachers should not only have psychological knowledge, but also be familiar with educational theory and teaching practice. However, at present, many teachers have deficiencies in professional knowledge and insufficient understanding and mastery of educational psychology, which is difficult to effectively provide high-quality teaching for students. Secondly, teaching ability is also related to the teaching quality of educational psychology curriculum. Although some teachers have professional knowledge, they lack experience in teaching methods and skills and lack corresponding training. This directly affects their teaching effect, and it is difficult to stimulate students' interest and enthusiasm in learning, and then it is difficult to achieve the teaching objectives. In addition, teachers' teaching attitude and teaching enthusiasm are also important factors affecting the teaching quality of educational psychology courses. Some teachers lack enough attention and enthusiasm for the teaching of educational psychology course, and the lack of interaction and participation with students in the teaching process leads to the lack of interest and motivation in learning the course [10].

In view of this problem, colleges and universities can take a series of measures to improve the teaching quality of educational psychology course teachers. The primary task is to strengthen teacher training and further study, increase professional knowledge and teaching skills training opportunities, so as to improve their professional level and teaching ability. Secondly, the teaching evaluation mechanism of teachers should be constructed to encourage teachers to devote themselves to teaching research and reform in order to improve the teaching quality. At the same time, strengthen the teaching incentive mechanism of teachers and encourage them to carry out personalized teaching guidance to enhance the learning effect of students. Through these measures, the teaching quality of college educational psychology course teachers can be effectively improved, so as to improve the teaching quality of the courses.

3.4 Students do not have a High Interest in Learning

In the current college educational psychology course, it is a common problem that students have low interest in learning. This may be because the students did not fully appreciate the importance of the course or because the teaching content and methods were unattractive.

Educational psychology course is a very important course for students, because it can help students to understand and master the basic theories and methods of educational psychology, and improve the quality and effect of their education. However, many students did not fully realize the importance of the course, leading to their low interest in learning the course in [11]. Secondly, teaching content and methods are also important factors that affect students' interest in learning. If the teaching content focuses on theory and lacks practical application, students are easy to feel boring, and then lose interest in learning. In addition, students may also be bored and uninterested if the teaching methods are too single and lack of interaction and participation.

In view of the problem of students' low interest in learning, the following countermeasures can be taken. First of all, teachers can use vivid cases and examples to introduce the concepts and theories of educational psychology, so as to stimulate students' interest in learning. Secondly, teachers should flexibly use multiple teaching methods such as group discussion, role play and field investigation to improve students' participation and interaction in class, so as to stimulate their interest in learning. In addition, teachers should also encourage students to devote themselves to the practical activities and research projects of educational psychology, so as to exercise their practical and research ability, and stimulate their enthusiasm and motivation for learning.

4. Countermeasures for the Teaching Reform of Educational Psychology Curriculum in Colleges and Universities

4.1 Improve the Curriculum System

In the teaching reform of educational psychology curriculum in colleges and universities, perfecting the curriculum system is the key link to improve the quality of education. For example, by introducing the latest psychological research results, combined with case analysis and discussion links, the systematization of the course content can be strengthened to ensure the organic combination of theoretical knowledge and practical skills. The curriculum should pay more attention to the application and forward-looking, for example, through educational practice and simulation teaching and other practical teaching links, so that students can apply the knowledge learned to the practical education and teaching work. In addition, the curriculum system should also include training students in basic psychological skills, such as psychological evaluation, psychological counseling and psychological intervention, which can not only enhance students' professional ability, but also enhance their professional competitiveness. At the same time, the curriculum system should also have a certain flexibility to adapt to the learning needs and interests of different students. To this end, a variety of elective courses and modules should be provided, allowing students to flexibly choose their learning content according to their personal interests and career planning. Finally, the improvement of the curriculum system still needs to be constantly evaluated and adjusted. It is necessary to collect feedback from students, teachers and industry experts regularly, and evaluate and update the course content accordingly, so as to ensure that the curriculum system keeps up with the pace of The Times and meet the needs of the society for high-quality educational psychology talents. Through these measures, the teaching quality of educational psychology courses in colleges and universities can be effectively improved, and a solid foundation can be laid for cultivating educational psychology talents with practical ability and innovative spirit [12].

4.2 Strengthen Teacher Training

In the teaching reform of educational psychology course in colleges and universities, strengthening teacher training is the key link. At present, the knowledge in the field of educational psychology is updated rapidly, and teachers need to constantly learn new theories and technologies to improve their own educational and teaching ability. Therefore, colleges and universities should strengthen the training of educational psychology teachers, and strive to improve their professional quality and teaching ability.

Colleges and universities can organize regular educational psychology training courses, and invite well-known experts at home and abroad to hold lectures and seminars, so that teachers can understand the latest research results and teaching methods. In addition, teachers can also be encouraged to participate in academic conferences and seminars related to educational psychology to broaden their horizons and enhance their professional quality. Secondly, colleges and universities should strengthen the cultivation of teachers' practical ability. Educational psychology is a highly practical subject, and teachers need to have excellent practical operation ability. Therefore, colleges and universities should establish educational psychology laboratories to provide a platform for

teachers to practice and learn, and help them improve their skills. At the same time, teachers can also accumulate rich teaching experience by participating in the practice of educational psychology projects [13]. In addition, colleges and universities should also pay attention to the cultivation of teachers' teaching innovation ability. In the teaching of educational psychology, teachers should have the courage to explore novel teaching methods and means in order to improve the teaching effect. Colleges and universities should set up teaching reform projects to encourage teachers to carry out teaching innovation, and ignite their teaching enthusiasm and stimulate their creativity by organizing teaching observation and competition activities. Finally, colleges and universities should establish a perfect evaluation system of educational psychology teachers. The evaluation system should comprehensively consider the teaching quality, academic research ability and practical ability of teachers, so as to promote the comprehensive development of teachers and stimulate their teaching enthusiasm.

Strengthening teacher training is the key to improve the teaching quality of college educational psychology. Through various forms of training and practice, cultivating a group of teachers with high-quality, innovative ability and practical ability will provide strong support for the teaching reform of educational psychology curriculum in colleges and universities [14].

4.3 Improve the Proportion of Practical Teaching

In the teaching reform of college educational psychology curriculum, improving the proportion of practical teaching is an important measure. Practical teaching can not only enable students to closely combine theoretical knowledge with practical application, comprehensively improve their comprehensive ability, but also effectively stimulate students' innovative spirit and practical ability, and help students to deeply understand and master the principles and methods of educational psychology in educational practice.

In order to increase the proportion of practical teaching, the primary task is to adjust the curriculum setting and add more practical teaching links. In curriculum design, practical courses should be added, such as educational psychology experiment, psychometric evaluation, psychological counseling and treatment, so that students can learn, experience and deeply comprehend the essence of educational psychology in personal practice. At the same time, practical teaching bases can be set up, such as educational practice, educational research, so that students can exercise their educational psychology literacy in the real educational environment. Secondly, we should strengthen the construction of teachers. Teachers are the leader of practical teaching, and their professional level and practical ability directly affect the quality of practical teaching. Therefore, in order to increase the proportion of practical teaching, the key is to strengthen teacher training, especially the improvement of practical teaching ability for educational psychology. This can achieve [15] by organizing teachers to participate in professional training, educational practice, teaching seminars and other activities. Thirdly, we should reform the evaluation system of practical teaching. Practical teaching evaluation should be carried out from the perspective of combining process evaluation and result evaluation, and pay attention to the cultivation and evaluation of students' practical ability. The evaluation index should include students' performance, practical results, innovation ability and other aspects in the practice process, so as to stimulate students' interest in learning and enthusiasm for practice. In addition, we should also pay attention to the resource integration of practical teaching. Practical teaching resources cover experimental equipment, teaching places and educational practice bases, etc. It is necessary to optimize their allocation and improve the utilization rate to ensure that students enjoy sufficient practical learning conditions.

Improving the proportion of practical teaching is the key to improve the curriculum reform of college education psychology. By adjusting the curriculum structure, strengthening the construction of teachers, innovating the evaluation system of practical teaching and integrating resources, the proportion of practical teaching can be effectively enhanced, and then the teaching quality can be improved.

4.4 Introduce Diversified Teaching Methods

In the teaching reform of educational psychology in universities, introducing diversified teaching means is the key to improve the teaching quality and effect. The traditional teaching mode is often teacher-centered, and the students are in the passive position of receiving knowledge. This mode limits the enthusiasm and creativity of the students to a certain extent. Therefore, it is of great significance to reform the teaching methods and make them more diversified to stimulate students' interest in learning and improve the teaching effect.

Using modern information technology, such as network platform, online courses and other means, to provide more abundant teaching resources and convenient learning channels. Through the combination of online and offline, students can learn anytime and anywhere to meet their personalized learning needs. Moreover, the case teaching method can be used to analyze the specific cases of educational psychology, so that students can deeply understand and master the relevant theories and methods. This method helps to train students' critical thinking and problem-

solving skills. In addition, teaching methods such as group discussion and role playing are also worth trying in teaching educational psychology. Group discussions foster teamwork and improve oral expression and communication, and role playing allows students to gain a deeper understanding of psychological concepts. Finally, teachers should pay attention to heuristic teaching, guide students to actively think about problems, ask questions, and solve problems through research and practice. This teaching method helps to cultivate students' independent thinking ability and innovative spirit.

4.5 Improve the Teaching Evaluation Mechanism

Teaching evaluation is an important link in the teaching reform of college educational psychology curriculum. Traditional teaching evaluation often pays too much attention to examination results, ignoring students' comprehensive quality and process evaluation. In order to comprehensively promote the growth and development of students, it is particularly urgent and important to reform the teaching evaluation mechanism.

With the deepening of educational reform, teaching evaluation is gradually changing from a single examination result evaluation to a comprehensive and diversified evaluation system, so as to promote the comprehensive development of students and improve the quality of education. In addition to the final exam, it should also include the usual grades, homework scores, classroom performance, teamwork and other evaluation methods. In this way, we can have a more comprehensive understanding of students' learning status and stimulate students' learning enthusiasm. Secondly, teaching evaluation should focus on process evaluation. Teachers should pay close attention to students' learning progress in the teaching process, and find out and effectively solve problems in time. Through classroom discussion, group research and other ways, students are encouraged to actively participate in it and improve their independent learning ability. At the same time, students should also pay attention to self-evaluation, reflect on their own learning process, and constantly adjust their learning strategies. In addition, the teaching evaluation should also pay attention to the students' personalized development. In view of students' own characteristics and interests, teaching evaluation needs to deeply consider their individual differences. For different types of students, differentiated evaluation criteria and content should be formulated to meet their personalized needs. The teaching evaluation results should be mainly used to guide the teaching improvement, rather than simply as the evaluation standard of the best evaluation. Teachers should adjust the teaching methods and strategies according to the evaluation results to improve the teaching quality. Students also need to review and adjust their learning methods and optimize their learning plans according to the evaluation results, in order to improve the learning results.

Improving the teaching evaluation mechanism of educational psychology course in colleges and universities is helpful to better promote the overall development of students and improve the teaching quality. Both teachers and students should actively participate in the reform of teaching evaluation and jointly create a good teaching environment.

5. Conclusion

Under the background of the current educational reform, the teaching reform of college educational psychology curriculum has achieved some results. From the change of teaching content, the innovation of teaching methods, the reform of teaching evaluation to the optimization of the teacher team, all aspects are constantly improved and perfected. However, we can not ignore the existing problems, such as the disconnection between theory and practice, the lack of teaching resources, the uneven quality of teachers, and students' low interest in learning.

To solve these problems, we need to take a series of countermeasures. First of all, improve the curriculum system, to make it more in line with the needs of the development of The Times. Secondly, strengthen teacher training to improve teachers' education and teaching ability and professional quality of psychology. Thirdly, the proportion of practical teaching should be increased, so that students can learn knowledge and experience growth in personal practice, so as to greatly enhance the interest and practicality of learning. In addition, a variety of teaching methods, such as information technology, classic case analysis, heated group discussion, so as to enrich teaching forms and effectively improve the quality of teaching. Finally, the teaching evaluation mechanism should be innovated, focusing on process evaluation and diversified evaluation, and striving to measure students' learning effect comprehensively and objectively.

Generally speaking, the teaching reform of educational psychology curriculum in colleges and universities has a long way to go, which requires us to make joint efforts and constantly explore and practice. We believe that as long as we always adhere to the direction of reform and actively respond to the challenges, the teaching quality of educational psychology courses in colleges and universities will be further improved and better serve the development of China's education.

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