

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

Keqin Liu<sup>1</sup> and Jianyi Xie<sup>2\*</sup>

<sup>1</sup>Kookmin University, Seoul 02707, Korea and <sup>2</sup>Tourism College of Zhejiang, Hangzhou 311231, China

\*Corresponding author.

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

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

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

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

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

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

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

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

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

Haojie Chen\*, Xiaoyi Chen and Bei Liu

Institute of Disaster Prevention, Langfang 065201, China

\*Corresponding author.

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

Zhongqing Wei<sup>1</sup> and Ke Deng<sup>2\*</sup>

<sup>1</sup>Guangxi University of Science and Technology, Liuzhou 545006, China and

<sup>2</sup>Liuzhou Institute of Technology, Liuzhou 545616, China

\*Corresponding author.

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

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

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

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