Asia Pacific Science Press

*Journal of Educational Theory and Practice*
*ISSN(O):3005-9313*
*ISSN(P):3005-9305*
*Vol. 3 No.1 (2026)*

# New Quality Productivity Empowering Mental Health Education Courses: Theoretical Implications and Practical Pathways

**Xiaoxue Yan***

Weinan Normal University, Weinan, Shaanxi, 714000, China

***Corresponding author: Xiaoxue Yan, 1798337648@qq.com***



**Abstract:** With the rapid development of new quality productivity, emerging technologies such as artificial intelligence, big data, and virtual reality have provided unprecedented opportunities for the innovation of mental health education courses. Focusing on how new quality productivity empowers mental health education, this paper employs literature research, case analysis, and comparative study to deeply analyze the coupling mechanism between new quality productivity and mental health education, revealing the paradigm shift of mental health education under technological empowerment. It systematically explores its theoretical implications and practical pathways. The study finds that new quality productivity, through the reconstruction of technological elements, content elements, methodological elements, and evaluation elements, promotes the transition of mental health education from standardized teaching to precise intervention. Based on this, the paper proposes practical pathways such as intelligent psychological assessment, immersive curriculum development, and interdisciplinary faculty development, systematically constructing a synergistic innovation model of "new quality productivity–mental health education." This provides theoretical support and practical solutions for the innovation of mental health education courses in the new era, offering new perspectives for the high-quality development of mental health education in the digital age.

**Keywords:** New Quality Productivity; Mental Health Education; Theoretical Implications; Practical Pathways

**Published:** Mar 11, 2026

**DOI:** https://doi.org/10.62177/jetp.v3i1.1037

Under the background of Digital China construction, new quality productivity provides new impetus for the innovation of mental health education courses. With the rapid development of new productivity factors such as artificial intelligence and big data, mental health education is entering a window of opportunity for reform. The current curriculum is confronted with three major predicaments: the imbalance in resource allocation leads to a shortage of teachers in the central and western regions, the disconnection between teaching content and the demands of the digital generation, and the difficulty in quantifying educational outcomes through the assessment system. How to leverage new quality productivity to break through these bottlenecks has become an urgent practical issue to be addressed. The new quality productivity provides a new paradigm for the innovation of mental health education courses. It is necessary to build a curriculum system that ADAPTS to the demands of the digital age through technological empowerment, resource optimization and mechanism innovation, and truly achieve the educational goal of "precise teaching and all-round development".

## 1. The Theoretical Implications of New Quality Productivity Empowering Mental Health

## Education Courses

### 1.1 Theoretical Logic: The coupling mechanism of new quality Productivity and Mental health Education

New quality productivity and mental health education are highly consistent in terms of goal orientation, value stance, internal elements and strategic methods. The two support and promote each other. From the perspective of goals, the new quality productivity emphasizes innovation-driven and high-quality development, while mental health education is dedicated to cultivating new era individuals with sound personalities and innovative spirits. The two are highly consistent in their educational goals. From the perspective of value, the new quality productivity adheres to the people-centered development philosophy, and mental health education follows the educational concept of "student-centeredness", both of which reflect the value pursuit of the all-round development of individuals. From the perspective of elements, the new quality productivity takes technological innovation as the core driving force. Mental health education needs to rely on new technologies to achieve precise and personalized services. Technological empowerment has become the key fulcrum for the integration of the two. From the perspective of methods,[1] the new quality productivity emphasizes system integration and collaborative innovation. Mental health education requires the establishment of a multi-party collaborative education system involving schools, families, and society. The two can learn from each other in terms of methodology. This multi-dimensional coupling relationship provides a solid theoretical foundation for empowering mental health education courses with new quality productivity.[2]

### 1.2 Value Implications: The Paradigm Transformation of Mental Health Education Empowered by Technology

The new quality of productivity has driven mental health education to achieve a triple value leap. At the methodological level, big data analysis has enabled mental health services to shift from empirical judgment to precise profiling. The traditional assessment methods that rely on teachers' subjective observation are being replaced by data-driven approaches such as AI emotion recognition and learning behavior analysis. A certain university has developed a psychological early warning model by analyzing cafeteria consumption data, library entry and exit records, etc., achieving a 40% increase in intervention accuracy. [3]In terms of service models, technologies such as virtual reality break through the limitations of time and space, creating immersive psychological counseling scenarios. VR exposure therapy enables students with social phobia to undergo desensitization training in a controlled environment, and intelligent chatbots provide round-the-clock psychological support. This hybrid model of "technical assistance + human intervention" effectively makes up for the shortcoming of insufficient traditional consulting resources. In terms of educational concepts, technological empowerment drives the transformation from "problem correction" to "positive development". Intelligent systems can not only identify psychological crises but also enhance students' psychological resilience through cognitive training programs. This transformation has shifted mental health education from passive response to active construction, truly achieving a new pattern of developmental mental health services that is "accessible to all, available at all times, and accessible everywhere".

### 1.3 Goal Orientation: Cultivate students' psychological resilience and adaptability in the digital age

The core objective of new quality productivity empowering mental health education lies in cultivating compound talents with psychological resilience and adaptability in the digital age. This target system consists of three progressive levels: The basic level focuses on cultivating digital survival skills, enabling students to cope with new challenges such as information overload and cyber violence; The development layer focuses on shaping digital personalities, helping students maintain a sound personality in an environment where the virtual and the real are integrated. The core layer focuses on cultivating digital creativity and transforming psychological capital into innovative momentum. In terms of cultivating psychological resilience, it is necessary to shift from passive response to active prevention, and use intelligent early warning systems to identify psychological crises in advance. It is necessary to shift from individual intervention to ecological construction and create a supportive digital reality integration environment[4]. It is also necessary to shift from standardized tutoring to personalized empowerment, providing customized training plans based on data analysis. At the level of cultivating adaptability, it is necessary to focus on developing algorithmic cognitive abilities, helping students understand the logic of recommendation

mechanisms and break through the limitations of the information cocoon. To enhance students' ability to manage digital identities and maintain self-identity among multiple virtual identities; To have the ability of human-machine collaboration and adapt to the new working mode of working with artificial intelligence. Through immersive training such as VR simulated interviews and AI stress conversations, students' professional adaptability to technological changes has been significantly enhanced.

### 1.4 Ethical Boundaries: Value Adherence and Risk Prevention in Technological Application

To empower mental health education with new quality productivity, it is necessary to establish a complete ethical framework and adhere to the value orientation of technology for good. In the data collection stage, the principle of minimum necessity must be strictly followed, and data desensitization technology should be adopted to protect students' privacy. At the algorithm application level, a manual review mechanism should be established to prevent misjudgment due to training data bias, such as mistakenly marking introversion as a psychological problem. Especially when using an emotion recognition system, a comprehensive assessment should be conducted in combination with the clinical experience of professional teachers to ensure the accuracy and fairness of the evaluation results. The core position of humanistic care should be maintained during the service process. Technical tools should serve as auxiliary means rather than replace interpersonal relationships. Online consultation platforms need to be equipped with emergency transfer functions to ensure timely intervention in high-risk situations. At the same time, it is necessary to prevent the risk of technological dependence, rationally plan the proportion of online and offline teaching, and avoid the deterioration of real communication skills caused by excessive use of virtual reality and other technologies. In terms of the construction of the regulatory system, it is necessary to formulate norms for the use of mental health big data, clarify the boundaries of data authority, and establish an independent ethics review committee to regularly assess the application effect of the technology. By establishing a complete closed loop of "technology research and development - application practice - regulatory assessment", it ensures that mental health education always develops in the right direction in technological innovation, achieving an organic unity of technological empowerment and humanistic care.

## 2. The Core Elements of New Quality Productivity Empowering Mental Health Education Courses

### 2.1 Technical elements: Educational applications of new technologies such as AI, big data, and VR

The technical elements of new quality productivity empowering mental health education courses are mainly reflected in the deep integration of cutting-edge technologies such as artificial intelligence, big data, and virtual reality. AI technology, through natural language processing and machine learning algorithms, can achieve intelligent recognition and assessment of students' psychological states. For instance, an emotion recognition system can capture in real time the micro-expression changes in students' classroom performance. Big data technology collects and analyzes students' daily behavior data to build psychological profiles, providing data support for precise intervention. Virtual reality technology creates immersive psychological training scenarios. For instance, students with social phobia can undergo desensitization training in a VR environment, effectively reducing their anxiety levels in real-world scenarios. The comprehensive application of these technologies has broken through the time and space limitations of traditional mental health education, achieving a transformation from experience-based judgment to data-driven.

### 2.2 Content Elements: Personalized course content generation based on data-driven

The new quality of productivity has driven the transformation of mental health education course content from standardization to personalization. Based on big data analysis, the system can identify the psychological characteristics, development needs and learning preferences of different students, and automatically generate customized course content. For instance, for students with anxiety tendencies, the system can push modules such as relaxation training and mindfulness meditation. For students with social difficulties, social skills training, scenario simulation and other contents are provided. This personalized content generation mechanism not only enhances the pertinence and effectiveness of the courses but also realizes precise education based on "one person, one policy". Meanwhile, the content elements also include a dynamic update mechanism. The system continuously optimizes the course content based on student feedback and intervention effects to ensure the timeliness and scientific nature of the educational content.

### 2.3 Methodological Elements: A paradigm shift from standardized teaching to precise intervention

The new quality of productivity has brought about a fundamental transformation in mental health education methods. Under the traditional standardized teaching model, teachers find it difficult to take into account the individual differences of each student. However, the precise intervention empowered by new technologies has achieved a transformation from "flooding" to "precise drip irrigation". The intelligent system continuously monitors changes in students' psychological states and promptly pushes appropriate intervention measures. For instance, when the system detects emotional fluctuations in students, it automatically triggers the psychological counseling module. Meanwhile, the methodological elements also emphasize the construction of a blended teaching model, integrating online intelligent tutoring with offline professional consultation to form a collaborative mechanism of "technical assistance + manual intervention". This paradigm shift not only enhances educational efficiency but also improves educational effectiveness, enabling mental health education to truly achieve "teaching students in accordance with their aptitudes".

### 2.4 Evaluation Elements: A multi-dimensional, full-process, and intelligent evaluation system

The new quality productivity has established a brand-new evaluation system for mental health education. Multi-dimensional evaluation is reflected in the expansion from a single assessment of mental health levels to a comprehensive evaluation of multiple indicators such as psychological resilience, adaptability, and digital literacy. The whole-process evaluation runs through all aspects of course learning, daily behavior, and changes in psychological state, achieving a transformation from outcome evaluation to process evaluation. Intelligent evaluation relies on big data analysis and AI algorithms to automatically generate students' psychological development reports and provide visual growth trajectories. This evaluation system not only objectively reflects educational outcomes but also provides a scientific basis for educational decision-making, promoting the transformation of mental health education from experience-based management to data-driven governance, and ultimately achieving a continuous improvement in educational quality.

## 3. Possible Paths for Empowering mental health Education Courses with new quality productivity

### 3.1 Technology empowerment and construction of intelligent evaluation systems

At the level of technological empowerment, by building an intelligent assessment system, the transformation from experience-based judgment to data-driven is achieved. Specifically, this system integrates multiple data collection channels, covering multi-dimensional information such as classroom performance, online learning behavior, and social interaction. Establishing a dynamic early warning model by applying machine learning algorithms can promptly identify potential psychological risks. In practical applications, this intelligent system demonstrates three major advantages: First, it enables early warning, identifying psychological crisis signals by analyzing changes in behavioral data; Second, provide personalized solutions and generate customized intervention measures based on students' characteristics. Third, establish a closed-loop mechanism to form a complete process of "monitoring - early warning - intervention - feedback". For instance, a certain university has constructed a student psychological state assessment model by analyzing library entry and exit records, catering consumption data, etc., effectively enhancing the accuracy and timeliness of psychological services. Technological empowerment not only transforms the traditional working mode of mental health education, but more importantly, it establishes a scientific assessment system. Through data support and algorithmic analysis, mental health services have shifted from passive response to proactive prevention, and from universal guidance to personalized care, truly reflecting the profound transformation of the new quality productivity in the field of education.

### 3.2 Innovative development of immersive, interactive and personalized curriculum systems

The new quality productivity is driving the transformation of mental health education courses from the traditional model to an immersive, interactive and personalized direction. By using intelligent technology to create virtual scenarios, students can undergo psychological training in a safe environment. For instance, students with social anxiety can repeatedly practice their social skills in virtual scenes. Interactive design can enhance learning engagement and stimulate learning motivation through gamified elements and immediate feedback mechanisms. The personalized recommendation system intelligently matches course content based on students' psychological characteristics and learning preferences, achieving precise teaching

with “one person, one policy”. The course development adopts a modular design, breaking down mental health knowledge into composable micro-course units. Students can choose their learning paths based on their own needs, and the system dynamically adjusts the difficulty of the content according to the learning progress and effect. At the same time, an integrated online and offline teaching model should be established. Online, virtual training and intelligent tutoring should be provided; offline, group activities and individual counseling should be carried out to form a complete teaching loop. This will promote the transformation of mental health education from “passive response” to “active prevention”, and from “standardization” to “personalization”, truly meeting the diverse needs of students in the digital age.

### 3.3 Collaborative cultivation of interdisciplinary teaching staff

The new quality productivity requires mental health education teachers to possess the compound ability of “psychology + technology”. By launching interdisciplinary training programs, enhance teachers’ data analysis and technical application capabilities; Establish a school-enterprise collaboration mechanism and introduce technical experts from enterprises to participate in teaching practice. Form an interdisciplinary teaching and research team, carry out research on technology-enabled mental health education, and promote teaching innovation. This collaborative training model breaks down disciplinary barriers and builds a teacher development system of “theory + practice + technology”, providing talent support for the implementation of mental health education courses.

### 3.4 Improve the guarantee mechanisms for multi-party collaboration, data security and ethical norms

Build a multi-party collaborative education network involving schools, families, enterprises and communities to form an educational synergy. Establish strict data security management measures and adopt technical means such as data desensitization and encrypted storage to protect students’ privacy rights and interests. Establish an ethics review committee and set up a technology application evaluation mechanism to ensure the fairness and transparency of algorithms. Improve the dynamic assessment system, regularly monitor the application effect of technology, and promptly adjust and optimize the plan. These guarantee mechanisms provide institutional support for the innovation of mental health education courses, ensuring that technological empowerment always develops in the right direction.

## Funding

1.In 2025, the Regional Collaborative Innovation Program of Weinan Normal University’s Think Tank Policy Consultation Special Project was approved: Collaborative Innovation and Practice of Mental Health Education Courses Empowered by New Quality Productivity - A Localization Exploration Based on Weinan City (2025QY-ZZ-YB08), with Yan Xiaoxue as the project leader

2.Research on the Dual-Field Collaborative Path of “One-stop” Student Communities under the Background of the Integration of the Five Aspects of Education (SGH25Y3165) - Shaanxi Provincial Education Science Planning Project Application in 2025, Principal Investigator: Yan Xiaoxue

## Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

## Reference

[1] Xie, R. R. (2025). Research on optimization and innovative application of mental health education strategies for college students under the background of new quality productivity. Intelligence, (35), 113–116.

[2] Chen, Y. (2020). Exploration on the innovation of mental health education model for higher vocational students driven by new quality productivity. Industry and Technology Forum, 24(23), 259–261.

[3] Li, Y. Q., Xiao, G. J., & Yu, L. Y. (2025). Exploration of talent cultivation approaches and models in higher education under the background of new quality productivity. University, (31), 76–79.

[4] Liu, Y. (2025). Optimization of employment psychology of regular college students from the perspective of new quality productivity. Shanxi Youth, (19), 124–126.