

Blended Teaching Reform for College Students' Psychological Resilience in the Era of Digital Intelligence: Construction and Practice

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Abstract: College students' level of psychological resilience exerts a direct influence on their mental health and academic development, and constitutes a key pathway to more effectively fulfilling the fundamental mission of fostering virtue through education and enhancing the quality of higher education. Leveraging the advantages of digital intelligence technologies to empower blended teaching reform in the cultivation of college students' psychological resilience not only responds to the developmental imperatives of the intelligentization of higher education, but also serves the practical need to enhance students' psychological resilience and the educational effectiveness of fostering virtue through education. This paper explores a pathway for empowering blended teaching reform in the cultivation of college students' psychological resilience through the following approaches: upholding technological iteration to advance a resilience-oriented educational philosophy, thereby innovating teaching concepts; optimizing the allocation of digital intelligence resources to support precise learner profiling; creating situated experiential learning platforms to activate resilience-protective mechanisms; constructing a sound intelligent educational ecosystem to foster a supportive environment; and establishing a robust human-AI collaborative mechanism to improve developmental assessment. The study aims to promote the transformation of mental health education from a knowledge-centered to a competency-centered paradigm, thereby laying a foundation for cultivating a new generation of talent equipped with both sound psychological qualities and digital intelligence literacy.

Keywords: Psychological Resilience; Digital Intelligence Empowerment; Blended Teaching; Teaching Reform; Mental Health Education

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1. Introduction

In recent years, the field of artificial intelligence has been undergoing explosive development driven by generative large models, and the information age is rapidly entering a new stage of intelligent computing, in which digital intelligence technologies are progressively empowering and advancing the modernization, digitalization, and intelligentization of higher education. In 2025, the State Council issued the Opinions on Deeply Implementing the "AI Plus" Initiative, which explicitly calls for the adoption of more effective approaches to learning; journals such as e-Education Research have likewise identified

the digital empowerment of comprehensive educational reform and technology-supported developmental assessment of teachers and students as key areas of focus^[1]. At the same time, mental health problems among college students have become increasingly prominent: the Report on the Development of National Mental Health in China (2021–2022) indicates that 24.1% of young college students are at high risk of depression^[2]. Confronted with multiple challenges such as academic pressure, interpersonal difficulties, and employment anxiety, the cultivation of college students' capacity to withstand adversity, adapt to stress, and achieve self-recovery—that is, the cultivation of their psychological resilience—has become a pressing practical issue that mental health education in higher education must address.

Psychological resilience refers to an individual's capacity to maintain positive adaptation when confronted with negative events such as adversity, trauma, or other major stressors, and is an intrinsic psychological strength that all individuals possess^[3]. Existing research indicates that psychological resilience is not a fixed personality trait, but rather a dynamic process that can be enhanced through acquired education and training^[4]. This implies that psychological resilience is teachable and learnable, thereby providing a theoretical foundation for its cultivation through formal curricula. However, current mental health education courses in higher education still face a threefold dilemma in cultivating psychological resilience: the intellectualization of teaching content, the lecture-centeredness of teaching methods, and the fragmentation of the supportive teaching environment. These shortcomings make it difficult to meet the demands of cultivating psychological resilience as a process-oriented and context-dependent psychological quality. The development of digital intelligence technologies offers new possibilities for overcoming these dilemmas, yet it also brings new risks. On this basis and grounded in the protective factor–protective mechanism theory of psychological resilience and the theory of blended learning, this paper explores the value implications, risk challenges, and pathway choices of blended teaching reform in the cultivation of college students' psychological resilience empowered by digital intelligence, with a view to providing a reference for curriculum reform in mental health education in higher education.

2. The Value Implications of Teaching Reform in Resilience Cultivation Empowered by Digital Intelligence

2.1 Meeting the Developmental Imperatives of the Digital Transformation of Higher Education

Throughout the historical course of human society, every major breakthrough in technological revolution and industrial technology has inevitably reshaped the generative forms and developmental modes of higher education. With the rapid iteration of digital intelligence technologies such as big data, artificial intelligence, and virtual simulation, the field of education is undergoing an epochal shift from network computing to intelligent computing: data infrastructure, intelligent terminals, and cloud platforms achieve the Internet of Everything through device–edge–cloud architectures, such that intelligence is present wherever computing occurs^[5]. This transformation has exerted a profound impact on the talent cultivation orientation and teaching methods of higher education.

From the perspective of policy orientation, advancing the digitalization of education has become a national strategy. “The digitalization of education is an important breakthrough for China to open up new tracks for educational development and to shape new advantages in educational development”^[6]. This important thesis points the way for teaching reform across all disciplines in higher education. As an important component of the educational system of higher education, mental health education must likewise conform to the developmental trend of digital and intelligent transformation. From the demand side, the application of digital intelligence technologies is reshaping students' learning styles and psychological experiences: learning behavior data can be continuously recorded, learning contexts can be virtually reconstructed, and learning feedback can be generated instantaneously. This means that mental health education courses are now positioned to shift from broadcast-style knowledge transmission toward data-supported precise cultivation. Therefore, in keeping with the developmental demands of the intelligent era, teaching reform that empowers resilience cultivation through digital intelligence technologies is an inevitable choice for mental health education in higher education as it responds to this epochal transformation.

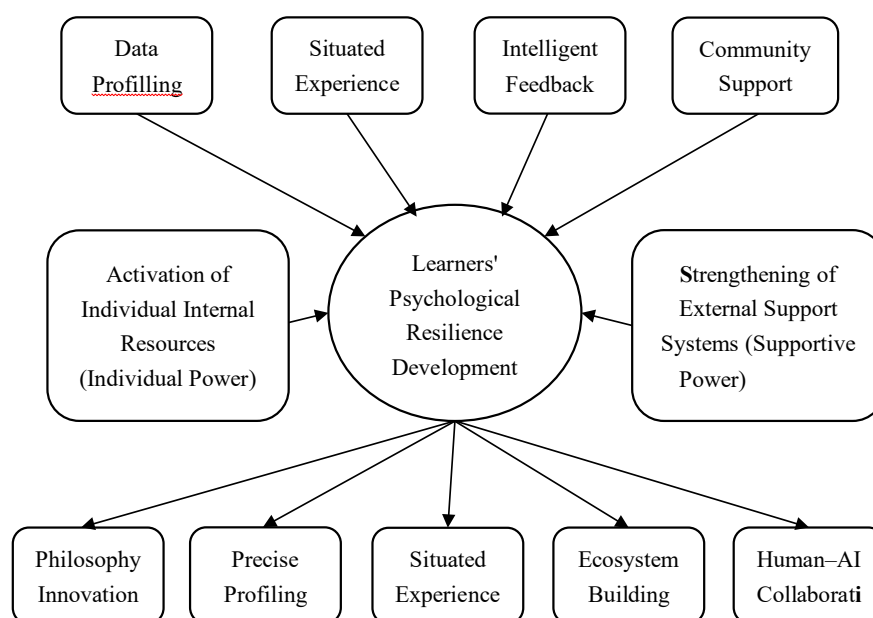
2.2 Addressing the Practical Need to Enhance the Effectiveness of “Educating the Mind and Cultivating Virtue” in Mental Health Education

In the new era, mental health education courses in higher education bear the dual mission of educating the mind and

cultivating virtue, which requires both cultivating students' positive psychological qualities and fulfilling the fundamental task of "fostering virtue through education" [7]. However, traditional mental health education courses exhibit pronounced deficiencies in effectiveness with respect to resilience cultivation. First, course content emphasizes the transmission of mental health knowledge and the identification of psychological problems, such that students "know" but find it difficult to "do." Second, teaching methods remain predominantly lecture-based and lack authentic adversity situations and reflective experiential components, making it difficult for students to practice coping strategies and accumulate successful experiences in a safe environment. Third, counseling, psychological services, and peer support outside the classroom find it difficult to form a coherent synergy with classroom teaching, leaving the cultivation process lacking in continuity.

Digital intelligence technologies provide the conditions for overcoming the above dilemmas. First, learner data enables teaching to shift from experience-based judgment to data-supported decision-making, allowing instructors to precisely understand students' resilience status and design tiered instruction. Second, virtual simulation and situational simulation technologies can reproduce stressful situations in the classroom in a safe, controllable, and repeatable manner, providing an authentic yet low-risk medium for resilience practice. Third, intelligent feedback and community support tools can extend the cultivation process beyond the classroom. Therefore, teaching reform that empowers resilience cultivation through digital intelligence technologies constitutes an intrinsic requirement for enhancing the effectiveness of mental health education and fulfilling the goal of educating the mind and cultivating virtue.

Figure1 Overall Framework of the Blended Teaching Reform for Cultivating College Students' Psychological Resilience Empowered by Digital Intelligence



3. The Risk Challenges of Teaching Reform in Resilience Cultivation Empowered by Digital Intelligence

The digital transformation of mental health education is not merely a matter of strategy, but a strategic issue that affects the coordinated cultivation of talent. When applied appropriately, digital intelligence technologies can enhance the quality and efficiency of resilience cultivation; when applied inappropriately, they may dissolve the educational function of mental health education and even give rise to ethical risks. It is therefore necessary to confront the real challenges that arise in the process of digital intelligence empowerment.

3.1 Privacy Protection and Ethical Risks of Psychological Data

Unlike teaching in conventional disciplines, resilience cultivation involves a large volume of highly sensitive psychological data, including emotional states, stress levels, interpersonal relationships, and even information indicative of latent psychological crises. The intervention of digital intelligence technologies causes such data to be continuously collected,

stored, and analyzed, giving rise to pronounced privacy and ethical risks. First, there is the risk of data security. Once psychological data are leaked or misused, they may inflict secondary harm on students, with consequences far more serious than those associated with ordinary academic data. Second, there is the risk of formalized informed consent. Students often relinquish their data rights under vague terms whereby “using the platform constitutes consent,” lacking a genuine understanding of how their data will be used and the autonomy to choose otherwise. Third, there is the risk of boundary violations in data use. Psychological data may be employed in contexts beyond teaching—such as evaluations for honors or graduate admissions—thereby exerting a covertly adverse effect on students. These risks remind us that digital intelligence empowerment must take data security and ethical norms as its baseline.

3.2 The Dissolution of Experiential Cultivation by Technological Rationality

Psychological resilience is, in essence, a practical quality formed through experience, reflection, and internalization in authentic stressful situations, rather than informational knowledge that can be directly acquired through the transmission of knowledge. This implies that resilience cultivation must rely on students’ authentic experience and emotional engagement. However, while enhancing teaching efficiency, digital intelligence technologies may also bring about the dissolution of experiential cultivation by technological rationality. On the one hand, technology pursues a logic of efficiency characterized by quantifiability, computability, and optimizability, which tends to push teaching toward metricization—that is, simplifying the complex process of psychological growth into a set of measurable indicators and compressing rich situational experience into standardized tasks. On the other hand, excessive reliance on technological media may cause authentic emotional interaction between teachers and students, and among students themselves, to be obstructed by screens, whereas resilience cultivation depends precisely on interpersonal trust and emotional support. If the degree of technological intervention exceeds pedagogical necessity, the alienation phenomenon of “technology for technology’s sake” will emerge, thereby running counter to the original purpose of education.

3.3 The Fixation Effect Induced by Algorithmic Labels

The core advantage of digital intelligence technologies lies in achieving precise identification through data analysis, yet this advantage may be converted into a risk in the field of mental health education. When a system generates a psychological resilience profile for students based on scale assessments and behavioral data, it is in effect affixing a categorical label to each student. If teachers rely excessively on such labels, they may misread the data profile as a definitive judgment of ability, viewing students through a static, deficit-oriented lens. It is particularly important to guard against the fact that psychological development is itself highly malleable and context-dependent: a student’s resilience level may exhibit significant variation across different situations, whereas algorithmic labels tend to overlook such dynamism and complexity. This labeling tendency may not only introduce cognitive bias, but may also inadvertently convey low expectations to students, generating a self-fulfilling prophecy that ultimately runs counter to the goal of promoting growth in resilience cultivation^[8].

3.4 Structural Disparities in Digital Intelligence Literacy Among Teachers and Students

Teaching reform empowered by digital intelligence imposes new requirements on the digital intelligence literacy of both teachers and students, yet structural disparities in such literacy are widespread among them. As far as teachers are concerned, some possess the operational capacity to use digital intelligence tools but lack the ability to interpret data and translate analytical results into teaching strategies, resulting in an “interpretive gap” between data and teaching; meanwhile, the inertia of traditional teaching philosophies also impedes teachers’ transition to new models empowered by intelligent technologies. As far as students are concerned, differences in family background and region give rise to disparities in digital devices, network conditions, and experience with technology use, such that the digital divide may be converted into new educational inequity, placing some students in a passive position within digital intelligence-enabled instruction. In addition, the rapid iteration of digital intelligence tools generates continuous adaptive pressure, and both teachers and students may find themselves caught in an exhausting state of “chasing the tools,” which in turn encroaches upon the energy that should be devoted to teaching and learning itself. Therefore, bridging the gap in digital intelligence literacy among teachers and students is an unavoidable practical issue in deepening the teaching reform for resilience cultivation.

4. Pathway Exploration for the Blended Teaching Reform in Resilience Cultivation Empowered by Digital Intelligence

In the context of the rapid development of digital intelligence technologies, in compliance with the developmental imperatives of the digital transformation of higher education, in response to the practical need to enhance the effectiveness of mental health education, and in the face of such real challenges as the ethical risks of psychological data, the dissolution of technological rationality, the fixation of algorithmic labels, and disparities in literacy, higher education institutions should actively explore the path of transformation toward the intelligent era in resilience cultivation. This paper proposes the following five reform pathways.

4.1 Technological Iteration in the Service of a Resilience-Oriented Philosophy: Empowering the Innovation of Teaching Concepts

Teaching reform in psychological resilience empowered by digital intelligence technologies is not a simple superimposition of intelligent technologies onto mental health education, but an all-round innovation of teaching concepts. It is necessary to break free from the previous mindset of human-machine binary opposition and to establish a human-AI collaborative teaching concept that unifies regularity and purpose, thereby achieving a bidirectional integration of value empowerment and technological empowerment. In the context of digital intelligence technologies, it is essential to consistently strengthen the teaching philosophy of “people-oriented” and “educating the heart with the heart,” to remain mindful of the fundamental task of “educating the mind and cultivating virtue” in mental health education, and not to treat the intelligent upgrading of hardware facilities or the dazzling audio-visual effects of digital scenarios as ends in themselves.

Specifically, in accordance with the basic laws of mental health education and the practical needs of students’ psychological development, a form of human-machine integration should be established to precisely process and dynamically update teaching data, and to build an intelligent teaching model that is simultaneously comprehensive, precise, timely, dynamic, and interactive. It is necessary to accurately grasp the juncture between “data and teaching” and to identify the juncture between the value cultivation of psychological resilience and technological empowerment, applying intelligent technologies dialectically so that the two advance in the same direction and integrate bidirectionally, thereby empowering the overall innovation of teaching concepts in psychological resilience.

4.2 Optimizing the Allocation of Digital Intelligence Resources: Empowering Precise Learner Profiling

The pertinence of resilience cultivation depends on how well teachers understand students’ psychological states. Optimizing the allocation of digital intelligence resources to empower precise learner profiling is an important pathway to enhancing reform effectiveness. First, it is necessary to precisely grasp the dual subjects of teaching, to employ artificial intelligence technologies for multimodal analysis, and to conduct precise individualized profiling of the student subject; by means of such intelligent technologies as knowledge graphs and cognitive graphs, learning analysis and dynamic analysis should be carried out, thereby enhancing the precision with which teaching methods are applied and the validity of content provision^[9]. Second, new paradigms of teaching reform in mental health education should be built using digital intelligence technologies—for example, introducing intelligent learning companions to meet students’ individualized learning needs, and employing big data for continuous capture and dynamic analysis to form a dynamically updated classroom profile. In addition, an open and shared digital resource repository for mental health education should be constructed to extend the depth, breadth, and precision of teaching content, providing resource support for tiered and differentiated resilience cultivation.

4.3 Optimizing the Allocation of Digital Intelligence Resources: Empowering Precise Learner Profiling

According to the protective factor-protective mechanism theory of psychological resilience, the key to resilience cultivation lies in activating individuals’ internal and external protective factors and prompting their repeated rehearsal in authentic situations, thereby forming stable protective mechanisms^[10]. The localized research of Hu Yueqin and Gan Yiqun similarly indicates that individual resilience consists of two dimensions: individual power—namely, goal focus, emotional control, and positive cognition—and supportive power, which includes family support and interpersonal assistance^[11]. Therefore, the key to teaching reform lies in providing effective platforms for authentic situated instruction.

The complementary functions of online and offline dimensions in blended teaching should be fully utilized. Online, by

means of such technological approaches as virtual simulation, situational videos, and interactive cases, safe, controllable, and repeatable stressful situations should be created to conduct cognitive training in emotion regulation and coping strategies; offline, through such experiential activities as situational simulation, role-playing, and group counseling in the classroom, resilience practice involving moderate failure, reflective adjustment, and renewed attempts should be made to genuinely occur^[12-13]. The design of both types of platform should adhere closely to the two main threads of individual power and supportive power: the former activates students' goal focus, emotional control, and positive cognition through challenging tasks, while the latter strengthens students' interpersonal assistance and support networks through peer mutual aid and co-learning groups. It should be emphasized that the design of situated tasks should observe the principle of moderate adversity, ensuring that challenges fall within students' zone of proximal development and avoiding the undermining of self-efficacy caused by excessively difficult challenges^[14].

4.4 Constructing a Sound Intelligent Ecological Space: Empowering a Supportive Teaching Environment

Resilience cultivation relies heavily on a supportive environmental atmosphere. In the era of digital intelligence, intelligent space and intelligent ecology, as an innovative form of teaching medium, are integrating and absorbing open and high-value educational resources, helping to advance the construction of an intelligent ecological environment characterized by "interconnectivity, resource sharing, deep integration, and complete chains." However, the intelligent teaching ecology generated by digital intelligence technologies possesses a powerful capacity for information penetration and spiritual guidance, and is also inherently uncontrollable and risky. Therefore, constructing a sound intelligent teaching space that integrates knowledge transmission, emotional cultivation, value guidance, and competency enhancement, and fostering a harmonious, clear, and virtue-oriented intelligent teaching ecology, are of great significance to resilience cultivation.

First, a unified intelligent governance platform should be constructed to build a sound intelligent public-opinion ecology, to prevent "technology supremacy" from diluting emotional cultivation, to avert learning anxiety induced by technological alienation, and to resolve the increased difficulty of teaching management posed by algorithmic "black boxes." Second, a multi-agent collaborative governance system should be created to integrate on- and off-campus resources, fostering a sound ecological space in which value leadership and technological empowerment are coordinated. In addition, since the security of psychological data concerns students' vital interests and privacy, a comprehensive institutional mechanism for data security should be built: on the technical side, reasonable data standards and management rules should be established; on the regulatory side, real-time monitoring and early-warning mechanisms and a strict accountability mechanism should be established, the methods and purposes of data collection should be clarified, and effective data governance should be strengthened.

4.5 Establishing a Sound Human–AI Collaborative Intelligent System: Empowering Developmental Teaching Assessment

The effects of resilience cultivation are long-term and implicit, and traditional summative assessment finds it difficult to accurately reflect cultivation outcomes. On the one hand, digital intelligence technologies can leverage their advantages to precisely capture behavioral data in the teaching process, establish a collaborative mechanism among teachers, students, and machines, and achieve dynamic assessment of learning engagement and emotional characteristics, thereby advancing the formation of a teaching assessment system mediated by intelligent technologies; on the other hand, artificial intelligence technologies have limitations in cultivating emotional values, and their potential risks and ethical issues remain contentious.

It is necessary to establish and improve a human–AI collaborative intelligent system and to avoid rendering the assessment of the dual subjects of teaching entirely digitalized and instrumentalized. A scientifically rational concept of human–AI collaborative assessment should be established, valuing not only outcome-based and process-based assessment but also comprehensive and competency-based assessment, recognizing the complexity and comprehensiveness of resilience assessment, and remaining vigilant against the "digital failure" that may arise from complete reliance on technological assessment. In accordance with such principles as scientificity, developmental orientation, and dynamism, human–AI collaborative assessment indicators should be established, fully integrating the junctures between the teacher–student subjects and intelligent technologies, to form a continuous, dynamic, and precise assessment system and effectively enhance both the

validity and the warmth of resilience teaching assessment.

4.6 An Illustrative Case of Reform Practice: The “Coping with Academic Stress” Module

To intuitively demonstrate how the above five pathways are implemented, this paper takes the “Coping with Academic Stress” module in a higher education mental health education course as an example (targeting first-year students, two class hours, with accompanying online pre-class and post-class tasks). Before class, the teacher published a short-form psychological resilience assessment and a pre-class case on the “end-of-term task conflict” situation via the learning platform; the system aggregated the data to generate a class learner profile, on the basis of which the teacher identified emotion regulation and active help-seeking as the two weak areas and set them as teaching priorities, and formed mixed-ability groups according to resilience levels, thereby implementing the pathway requirement of precise profiling (3.2). During class, through three progressive segments—stressful situation reproduction, strategy rehearsal, and moderate adversity challenge—students experienced stress responses through role-playing, used “cognitive reappraisal cards” to rewrite negative self-talk, and underwent the complete process of failure, reflection, and renewed attempts in time-limited tasks that permitted failure, so that situated experience (3.3) genuinely activated the protective mechanisms. After class, the platform pushed personalized micro-lectures and reflective writing tasks based on in-class performance, extended anonymous interview invitations to students with low participation, and the teacher adjusted subsequent instruction accordingly, reflecting the orientation of developmental assessment (3.5); meanwhile, relying on peer mutual aid groups and the psychological commissioner system to sustain co-learning check-ins, students in need of further support were promptly referred to the university counseling center, thereby extending the supportive environment (3.4) beyond the classroom.

This case demonstrates that the value of digital intelligence tools is concentrated in three respects: pre-class profiling enables teachers to “enter the classroom with learner data in hand,” shifting the determination of teaching priorities from experience-based judgment to data support; situated tasks transform resilience practice from “preaching” into “learning by doing”; and post-class feedback and community support enable the cultivation process to transcend the boundary of classroom hours. At the same time, it should be noted that the case outcomes currently rest primarily on classroom observation and qualitative materials, whose quantitative effects still require further empirical testing, and that the quality of situated task design directly determines the depth of experience, requiring teachers to invest continuously in the development of case resources.

Conclusion

In the era of digital intelligence, upholding technological iteration in the service of a resilience-oriented philosophy, optimizing the allocation of digital intelligence resources, creating situated experiential platforms, constructing a sound intelligent ecological space, and establishing a sound human–AI collaborative intelligent system to empower the blended teaching reform in cultivating college students’ psychological resilience will help substantially enhance the educational effectiveness of “educating the mind and cultivating virtue” in mental health education. It should be pointed out that the core value of digital intelligence empowerment does not lie in replacing teachers with technology, but in leveraging the precision of data, the controllability of situations, and the immediacy of feedback to create the conditions necessary for the experience, reflection, and internalization required by psychological resilience, thereby promoting the transformation of mental health education from a knowledge-centered to a competency-centered paradigm. By continuously advancing the high-quality development of mental health education courses, this work lays a foundation for fulfilling the fundamental task of fostering virtue through education and for cultivating a new generation of talent equipped with both sound psychological qualities and digital intelligence literacy.

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Conflict of Interests

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