

A Study of Peer Academic Support Mechanism Based on the Context of Dual-Line Integrated Teaching

Mengxiang Li*, Xiaoxiao Hao, Yingmeng Ma, Ruihang Zhang, Zheng Chang

The Second Clinical Medical College, Henan University of Chinese Medicine, Zhengzhou, China, 450046

*Corresponding author: 13621268570@163.com

Abstract. In recent years, students' academic pressure has grown exponentially due to various factors, including epidemics. This paper takes the Henan University of Chinese Medicine as an example and the educational requirements in implementing "the 14th Five-Year Plan for the Development of the Digital Economy" in higher Chinese medicine colleges and universities as the defined goal. The peer mutual aid mechanism is used as the main core, systematically elaborating the construction of the academic support mode of Chinese medicine colleges and universities under the academic background of dual-line fusion teaching. It is aimed to explore a method of academic support suitable for the current situation and help students get rid of academic pressure, which can contribute more to our society. It is argued that secondary colleges need to change the conventional idea of academic support. In the context of the rapid development of the Internet, we should take full advantage of the Internet development and combine it with the current education mode and student characteristics. As a result, we have proposed the "Two-multiple, One-precise, Both-balanced" concept of academic support. It provides a new way of understanding the academic support of Chinese medicine colleges under the background of dual-line fusion teaching.

Keywords: Dual-line Integrated Teaching, Chinese Medicine Universities, Academic Support, Peer Support Mechanism

1. Introduction

Students are the backbone of the future development of society, and the overall development of students draws excellent attention from our community. Therefore, many researchers have actively explored the academic support system in colleges and universities. For example, Liu et al. have constructed a "four-in-one" academic support mode, which seeks to make joint efforts in four aspects: "Academic Affairs Office - Academic Engineering Department - Secondary Colleges - Parents." This mode can address students' academic needs more comprehensively and multi-faceted. However, it is more focused on supervision and still lacks further refinement of academic support ^[1]. Liang et al. have constructed an academic support mode of "prevention beforehand - reinforcement during the process - feedback afterward," which can track students' academic status throughout the whole process and has a long-term effect. However, this mode focuses more on assessing the educational situation and pays less attention to the way of support ^[2].

Recently, "The 14th Five-Year Plan for the Development of the Digital Economy" for developing the digital economy puts forward the goal of promoting smart education, which builds a high-quality education support system as well as promotes the sustained and healthy development of "Internet+ Education" ^[3]. Therefore, online and offline hybrid teaching have gradually become new teaching modes in colleges and universities in the Internet era. This paper focuses on the reality of students' academic difficulties in the context of dual-line fusion teaching. Moreover, it summarizes the shortcomings of previous studies and adopts the strategy of "online + offline" to make joint efforts. Therefore, the "Two-multiple, One-precise, Both-balanced" academic support program is proposed and designed. The proposed program is designed to reduce academic pressure and support academic, psychological, and life for students from the college. Meanwhile, it provides more reasonable suggestions relative to academic support for Chinese medicine universities.

2. The current situation of students' academic performance and problems

In recent years, the term "academic difficulties" has frequently appeared to be a hot topic due to various factors, including epidemics. Although the reasons for the emergence of academic difficulties vary, the consequences are the same mentioned that students would have physical or psychological problems. The "Notice on Strengthening the Management of Students' Mental Health" issued by the General Office of the Ministry of Education reports that: "Focusing on caring and helping students who encounter difficulties in their studies and whose academic performance is not preferable, teachers should give individual guidance on time and encourage peer support among classmates to help students relieve psychological pressure and boost their confidence in learning ^[4]." To deeply explore the academic status of college students in Chinese medicine universities under the background of dual-line integrated teaching effectively solves the problem of students' academic difficulties. This study is designed as a questionnaire for students of the Henan University of Chinese Medicine. The specific findings are shown in Figure 1.

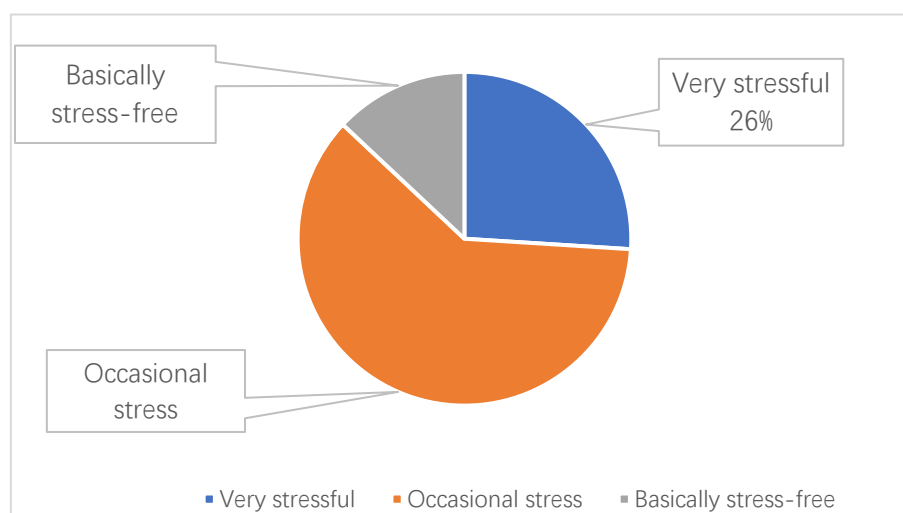


Figure 1. Assessment of college students' academic stress

This paper selects and summarizes 955 questionnaires, and the results are shown that the causes of stress can be analyzed into three main categories: changes in teaching mode, mental factors, and the long-term inherent inertia of individual students. Survey data are shown in Table 1. The survey results is indicated that the academic difficulties of college students are mainly based on two reasons: discomfort with the learning mode and changes in the learning environment ^[5].

Table.1 Causes of academic stress among university students

Rationale	Total number	Number Identified Result	Percentage
Changes in Teaching Modes	955	849	88.90%
Negative Emotions Arise	955	774	81.05%
Intrinsic Inertia in the Body	955	869	90.99%
Learning Capacity Issues	955	49	5.13%
Interference by Family Factors	955	102	10.68%
Other Issues	955	96	10.05%

The path of academic support in the context of dual-line integration is further analyzed explicitly in the situation of Henan University of Chinese Medicine:

2.1. Academic difficulties due to changes in teaching modes

The promotion of dual-line integrated teaching is not only a test for school management ability and teachers' professionalism but also a test for students' self-learning ability and self-discipline management faculty. On the one hand, some students can not adapt to the new teaching mode led by

self-learning and do not have their learning methods. Some temptations and their inertia also make them scribble, which does not fit the online course mode well, and they can not pay full attention to the offline classroom either. On the other hand, the school's curriculum, assessment requirements, student management, and other related policies also affect students' academic performance to a certain extent. Due to the lack of supervision programs, students would pay little attention to online courses. When teachers give offline lectures, they often skim over the online content, and it is difficult for students to build up a complete knowledge system because of the loopholes in their mastery of knowledge. Multiple factors will make many students unable to adapt to the new situation, such as failure to grasp knowledge, difficulty in learning, and other issues. If they are not assisted, it will lead to a big deviation between their psychological expectation and their actual learning effect, which negatively impacts their long-term academic programs.

2.2. Academic difficulties due to negative emotions

In today's society, students are under pressure from all sides, such as employment, articulation, economic, academic, and interpersonal communication. They are all closely related to students' lives, among which academic pressure is one of the most essential sources of stress for students. Under the impact of the new wave of dual-line integrated teaching mode, students with pre-existing psychological problems will have fear and resistance to the new dilemmas that appear in the process of changing learning styles in their daily lives, aggravating their low self-esteem, anxiety, or nervousness. Some emotionally normal students are also affected, resulting in learning and life gradually becoming difficult to grasp their ownership ^[6], negative emotions, unable to use the bountiful resources in the university, confidence in mastering specialized knowledge declining and showing a vicious circle ^[7].

2.3. Academic difficulties due to chronic inertia

According to the research result, some students present academic difficulties due to a lack of motivation and interest in learning, indulgence in entertainment, etc. The underlying reason is their inability to adjust to the sudden paradigm shift from high school academics to college academics. Faced with a shift from system management to self-control, they lack a clear understanding of the situation and focus on short-term hedonism resulting in long-term inertia. These students also have varying academic difficulties in the context of standard offline teaching. The emergence of the dual-line integrated teaching mode has just created the conditions for this group of entertainment-addicted students, which makes academic difficulties even more serious. These students are prone to repeated failures and should be given priority support.

3. Actively exploring the mode of academic support under the new era of "dual-line" learning

Henan University of Chinese Medicine's secondary colleges, in the process of work, it is combined with the characteristics of the education of Chinese medicine colleges and universities, in time, shift the focus of the work from ordinary offline academic support to the "academic support of students under the Internet+ education period of 'dual-line' learning." The concept of "Two-multiple, One-precise, Both-balanced" is innovatively put forward. "Two-multiple" means multi-faceted coverage and multi-type refinement of the content of support. "One-precise" means targeted process and precise elimination of problems. "Both-balanced" means "academic pressure" and "psychological problems" are both taken into account. Relying on peer tutors to carry out students' academic support work ^[8] has a high degree of equality, role modeling, and autonomy. This form can be fully integrated with the online education mode during the epidemic. Starting from changing students' attitudes, it fundamentally helps students get rid of psychological barriers, alleviate the pressure of coursework, and set up a correct outlook on learning, life, worldview, and values. It can enhance their learning

interests and academic performance and comprehensively improve their level of talent in Chinese medicine^[9]. The specific mode is shown in Figure 2.

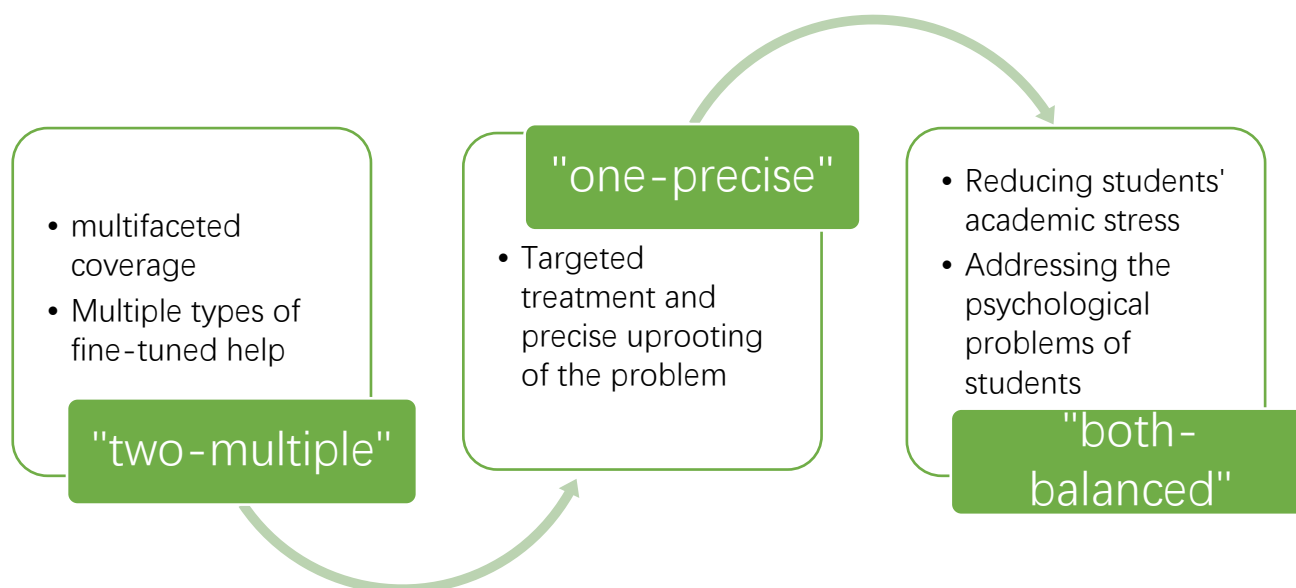


Figure 2. "Two-multiple, One-precise, Both-balanced" concept of academic support

3.1. Extensive content coverage and refinement of the classification of support

3.1.1 Wide range of support categories

The support content of this paper is not limited to professional courses, and the target group is not limited to undergraduate students either. According to the students' difficulty points, we set up: a CET exchange group, a postgraduate entrance exam experience sharing group, a study method sharing group, and a peer psychological guidance group. It is discussed the relevant issues through the form of an online exchange group. A peer tutor counseling group is set up to immediately respond and deal with any problems that may arise during the online learning stage. For students with particular academic difficulties and insufficient support, a one-to-one pairing method is used to help them. For students whose academic challenges are caused by bad moods, psychological counseling is given in time to effectively solve the causes of negative emotions. During this period, we have aimed to realize multi-directional, multi-category, and fine-tuned treatment. It captures the main contradictions and strikes at the heart of the problem.

3.1.2 Support for an unlimited period

The support time is not only limited to the semester but also can set up a "cloud study room," book comment sharing, and other online activities during the vacations. It can give full play to the radiation effect and the "corner overtaking" effect so that more students can improve their vacation utilization rate and be ready to embrace the new semester.

3.1.3 Diversified forms of support

Supervision and support go hand in hand. In addition to establishing peer tutor counseling groups, a study supervision group has been set up. Students who are not strong in self-control ability and have related supervision needs are given academic supervision. By checking their class notes, homework and test completion, daily study status, etc., students are urged to complete their academic tasks promptly. It can scientifically help them form good study habits. A reward and punishment system is set up to provide long-term support and help them realize the benign development of their study life. The specific process is illustrated in Figure 3.

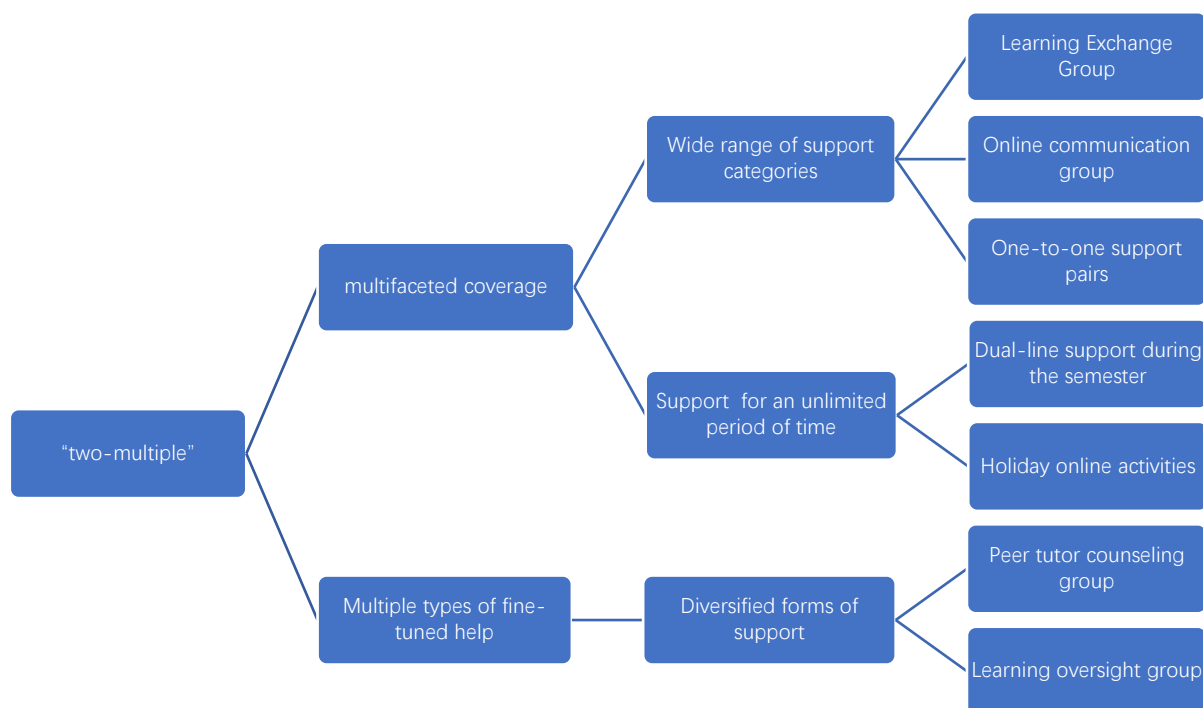


Figure 3. Processes for operationalizing the "Two-multiple" concept

3.2. Targeting the core of the problem and creating a personalized program

We accurately recognized problems and created student personal files. Through the preliminary questionnaire results, we establish independent solutions based on each student's personal issues and related specific information. Subsequently, we have categorized and evaluated them. Then, we record the current situation and classify them into the "Academic Early Warning Information Database." From this, we accurately grasp the academic progress of the students. In the future, we can continuously expand the scope of help, refine the content of the service and enrich the form of support.

Simultaneously, promotion of academic support and learning supervision, long-term follow-up assessment, and timely program adjustment are studied. Each department carries out stage-by-stage data summarization for the program team and summarizes the shortcomings of the current stage of work. Common problems of students update the work plan and formulate the goals for the next stage. For the individual students being supported, we regularly carry out learning achievement demonstrations and evaluations, compare the previous stage results, and award the students who obtained better results, which carry out experience summarization lectures. For students whose results do not meet expectations, we made timely adjustments to the program, confirmed the route, and achieved the optimal effect of the support work. The specific process is shown in Figure 4.

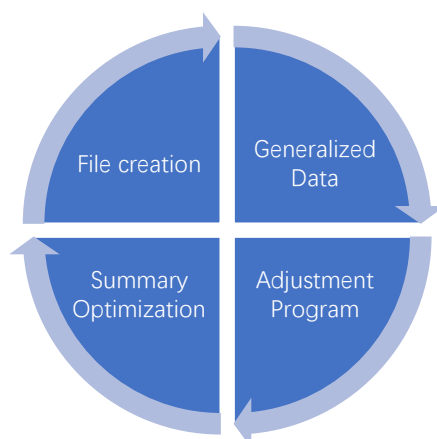


Figure 4. "One-precise" concept implementation process

3.3. Balancing psychology and all-round education for people's success

Academic pressure is one of the most critical factors causing psychological problems among college students. Confusion includes the uncertainty about the future of the profession, inability to reasonably allocate study time, being trapped in parents' high expectations, being tired of peer competition, etc. ^[10] These factors are not only added to the academic pressure and lead to anxiety, depression, and other adverse emotions, and in serious cases, which even produce mental illness. Therefore, minimizing the psychological problems caused by academic stress and resolving students' academic difficulties are our primary objectives. To achieve the goal, we through precise academic support and timely study supervision to help students improve their academic level, supplemented by regular mental health surveys. We paid much attention to the synergistic effect of faculty psychological workshops and expanded the coverage of peer tutor counseling groups. To provide students an excellent way to relieve stress, we have invited teachers and outstanding graduate students to share their psychological guidance methods and learning experiences with many psychological counseling activities. Through these support measurements, students are willing to study hard. These measures can channel students' bad emotions in time, which eliminates the anorexia produced by psychological problems and early psychological "preventive shots" for students. Therefore, it can reduce campus adverse events and form a harmonious and pleasant campus atmosphere. The specific process is shown in Figure 5.

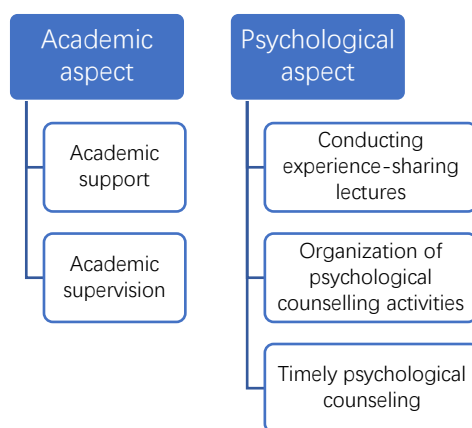


Figure 5. Processes for operationalizing the "Both-balanced" philosophy

4. Operation of the support mechanism

4.1. Scientific selection of students in need and tracking and management of the academic information base

According to the requirements of education evaluation reform in the new era, secondary colleges communicate with students ranked in the bottom 20% of the class regarding knowledge and comprehensive quality through the comprehensive quality assessment ^[11]. Through contacting the corresponding counselor, class teacher, students committee, psychological committee, comprehensive understanding of the study, the establishment of an "academic early warning information base," dynamic tracking, flexible management, precise policy, and detailed records of the whole process of students' academic improvement. At the end of the "Two-multiple, One-precise, Both-balanced" academic support work, each support group will keep the records of the current year on file and summarize the experience. The students being supported will hold the personal growth file, which can be used as a long-term reference for their academic progress.

4.2. Create a good learning atmosphere and do an excellent job in all kinds of support work

During the implementation of the "Two-multiple, One-precise, Both-balanced" academic support work, an excellent academic atmosphere of mutual help and mutual learning has been consistently

implemented. The secondary colleges encourage members of the organization to form "study support pairs" with students with academic difficulties. It urges students to correct their study attitude and complete daily study tasks. To build an academic atmosphere, they open study exchange offices to discuss, exchange and sort out key subjects and essential content, which creates a hot study atmosphere and stimulates enthusiasm for learning. For learning platforms, they create online study exchange groups to share study resources and class materials, breaking the space limitations of study discussions. During the critical examination and promotion periods, we invite professors to conduct special counseling courses and experience exchange sessions for the exams, which improves the passing rate and enhances the quality of academic support.

4.3. Improve the overall quality of students and reap long-term two-way rewards

By analyzing the data in the files, 354 students have been supported, and over 300 files have been recorded in this program. More than 80% of the students being assisted have indicated that the "Two-multiple, One-precise, Both-balanced" academic support work had a significant effect. The overall academic pass rate of students at Henan University of Chinese Medicine increased by three percentage points, and the psychological stress assessment data decreased by seven percentage points, achieving the overall goal set. This program adheres to the concept of "teaching for learning." In the process of "one-on-one" mutual guidance, academic peer tutors need to review, prepare lessons, analyze students' problems and conduct assessments, etc., to refresh their knowledge of the academic content while tutoring students with academic difficulties. It was found that the academic performance of most of the peer tutors was improved, which practiced the virtuous cycle of "academic co-promotion." Specific data are shown in Figure 6.

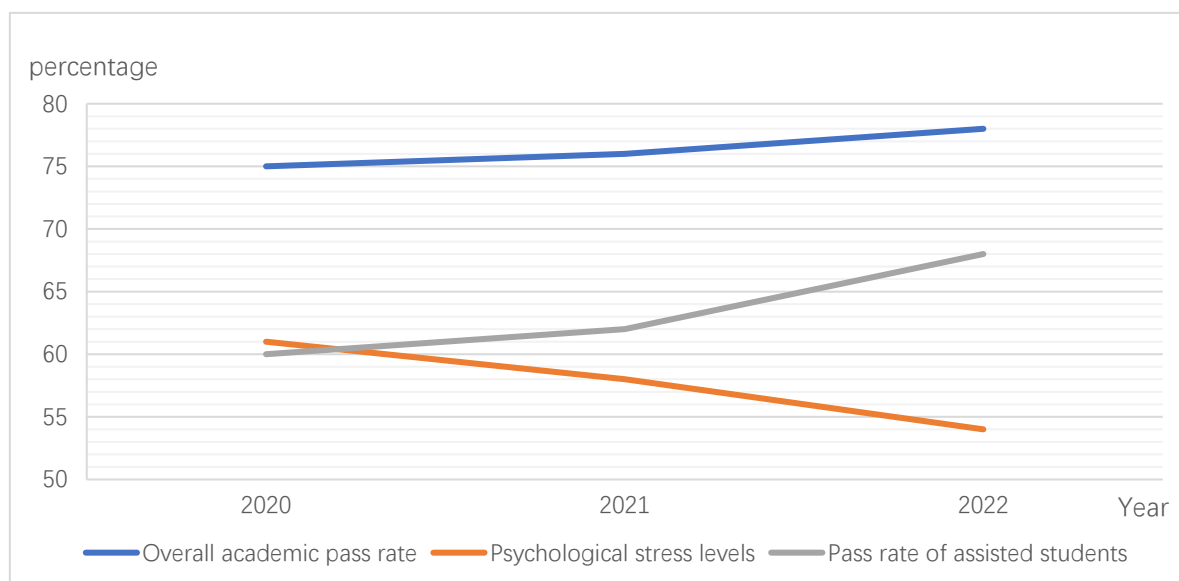


Figure 6. Operational results of the "Two-multiple, One-precise, Both-balanced" mode

The Peer Mentor Academic Support Program emphasizes the importance of academics for students with academic difficulties and enhances their confidence in their professional development. Therefore, it creates an "internal drive" for students to strive for academic improvements. In regular ideological education, we cultivate students' sense of honesty, self-improvement, gratitude, and mutual support and enhance their identification with traditional Chinese culture. This program would guide students to cherish a better life, take the initiative to help others in their daily lives, give back to society, and cultivate virtuous medical workers in the future ^[12].

5. Conclusions

With the rapid development of the Internet, "dual-line" integrated teaching has become a new normalcy. "Two-multiple, One-precise, Two-balanced" academic support mode starts from the

practical needs of students, and through academic support and supervision, it comprehensively improves students' knowledge proficiency and learning motivation. It solves a series of psychological problems caused by academic pressure, fundamentally reduces the probability of adverse events on campus, cultivates qualified successors for the development and inheritance of the cause of traditional Chinese medicine, and also provides ideas for other colleges and universities to carry out academic support work. This mode has been in operation for over three years, during which more than 200 students have successfully eliminated difficulties through the academic support pathway. Moreover, the overall academic level of students in college has made great progress. The program has set up a sustainable development strategy and established the future development goal of "expanding the scale and refining the division of labor." But on the other hand, although we have achieved a lot, we should also note that this model requires too much manpower, and the operational structure of the program still needs to be improved by the successors.

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