

Research on the Path of College Students' Mindfulness Psychological Education in the Post Epidemic Era Based on the Third Space Theory

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Abstract: Novel Coronavirus Pneumonia(COVID-19) was a remarkable year in 2020. During this special new crown pneumonia epidemic, college students had a series of mental health problems. In the post epidemic era, how to deal with the problem of college students is an urgent topic for educators. Based on the third space theory, this paper makes complaints about the concept of Mindfulness Education, and help students build a complete system of self-confidence and self-improvement through the situational teaching, immersion teaching and roast teaching, from the online education environment, virtual teaching interaction space to the actual teaching environment, so as to improve students' self-control ability. Then cultivate students' spontaneous internal driving cognitive and practical system, so that students can improve their knowledge theory learning and vocational skill improvement system with craftsman spirit.

1. Introduction

When Novel Coronavirus Pneumonia(COVID-19) strikes the world, people's psychology is fluctuated more or less, and even extreme emotional events. Because college students are in the middle of their growth stage, it is more difficult to resist the anxiety and panic caused by the epidemic. According to the survey, in the whole year of 2020, the emotional extreme events of college students increased compared with the non-epidemic period. In order to understand the psychological status of Chinese college students in the face of disasters, a survey shows that the large-scale public health crisis in China since the beginning of the 21st century has had a negative impact on the mental health status of college students.¹ Novel coronavirus pneumonia mental health status of Chen Feng ² people in the peak period of the new crown pneumonia survey showed that 18.25% of college students had more than 16 points of depression and 4.65% of college students had more than 10 points of anxiety. In view of this, how to help college students cope with the mental health status during and after the epidemic, this paper takes Mindfulness Education as the core and with the help of the third space theory to help college students establish a good psychological mechanism, increase their own psychological elasticity on the premise of clarifying their own goals, and can freely and appropriately deal with the changes of their own internal and external environment.

2. The Third Space Theory

The third space is not a simple extension or superposition of the first and second spaces. It is an equal combination of reality and imagination, material and thinking. It is a revision and transcendence of the interpretation horizons of the two space theories. It is a "new geographical imagination beyond the

boundaries of the existing theories”. The third space is the adhesive state between practice and space. It is a space without stable structure and order. As a new human living space, network constantly transforms human time and space feelings, and generates more and more complex social relations.³

Sawyer pointed out that “third space” is a flexible, tentative and uncertain term, an infinitely open and creative reorganization space, and a space leading to the future without stereotypes. The Internet and the Internet of things realize the interconnection of human intelligence, the connection between objects, and the connection between human brain and objects. Through the effective carrier of the Internet, real things such as factories, stores, organizations, communities and countries have been virtualized, while virtual things such as spiritual communication, online community, forum post bar and online violence have become more “real”. Cyberspace contains real and imaginary space, but it is not a simple superposition of real and imaginary, nor a simple transformation of real and virtual, but a “third space” constructed in virtual reality and real reality. In cyberspace, people keep crossing between “virtual and real”, and even blur the boundaries and differences between “virtual and real”. What's more amazing is that using big data technology and visualization means, both virtual and real, or “virtual and real” can be displayed visually. Big data helps people transform the “virtual reality” they feel into a “space” they can feel, even a “more orderly and more real” space. Therefore, it can be considered that cyberspace is the intermediate post station of soya's space travel, the shaping or phased achievement of the development of the third space, and a social space with more constructive significance and innovative value.

With the development of social information technology, “the third space” has also been applied to all levels of society, such as commerce, enterprises and social organizations, and even to the fields of education, scientific research, experiment and so on. Under the guidance of the concept of building a community of shared destiny in cyberspace advocated by General Secretary Xi Jinping⁴, all sectors of society, especially the university education, actively use the third cyberspace to create the concept of cultivating high-quality talents, serving and giving back to the society, so as to output high-quality craftsmen and Beijing students for the development of the country and society.

3. Characteristics of Students' Psychological Changes in the Post Epidemic Era

Novel Coronavirus Pneumonia is a mild disease in the current social background of COVID-19. Although the vaccine development, experiment and use have slowed down the new crown pneumonia epidemic situation, the recurrence and normalization of the epidemic will be a feature of COVID-19 for a long time. The psychological state of college students who have suffered from the peak of the epidemic is still in the aftershocks. At the peak of the epidemic, the psychological barriers of college students caused by social distance, safety isolation and other epidemic prevention measures are still continuing and delaying in the post epidemic era, mainly in the following aspects:

3.1 Fear and Panic

Although the suicide situation increased by the epidemic time slowly slowed down in the post epidemic era, college students still have a certain fear when they see the high epidemic situation abroad, the reports of overseas imported cases in China and occasional local cases. The novel coronavirus pneumonia cases in Shandong, Beijing, northeast, Shanghai, Anhui and Liaoning, and the new crowns and pneumonia cases detected by overseas food, all have made college students panic. They then launched the topic of not importing foreign food on their microblog, with a high degree of discussion.

3.2 Emotional Decadence

In the face of the uncertainty and uncontrollability of the epidemic situation, college students are bound to have certain psychological waves. They focus on the epidemic situation in their hearts and don't have much mind to learn. Mobile phones, a good tool in the third space, are used to explore and understand the epidemic situation, which further creates an information island for college students and it

is easy to fall into the worst direction of the hypothetical Chinese epidemic, which indirectly leads to College students' emotional decadence.

3.3 Low Self-Control

It is precisely because of the sense of powerlessness, out of control and distrust of social support that college students are depressed and decadent; It also speeds up the reduction of College Students' self-control ability, reduces individual binding force, and can not release their inner emotions; Even if you release your emotions online and don't get appropriate guidance, you will often continue to be biased by the extreme words on the Internet, and then deny yourself and doubt yourself.

3.4 Weak Sense of Purpose

Without professional guidance, a series of College Students' psychological and emotional problems caused by fear and panic will fall into and indulge in such bad emotions with the recurrence of the epidemic. This will kill the learning motivation of college students, and then lead to the failure to achieve the self-goals set by college students. Conversely, the unfinished goal will also have bad self-psychological implications for the psychology of college students, strengthen the self-denial cognition of colleges and universities, and is not conducive to the healthy development of students' psychology and learning growth.

These factors will make college students fall into anxiety and panic. If educators do not find the emotional fluctuations of college students in time and do not have some good psychological education construction methods, they can not help college students get out of this quagmire and shape their perfect personality.

4. The Path of Students' Psychological Construction Based on the Third Space Theory

At present, all countries in the world are caught in the COVID-19 epidemic. With the continuous development of the virus, there are variants and variants of COVID-19 strains around the world, and the epidemic becomes more complicated. We took strong measures at the early stage of the outbreak and effectively curbed the epidemic.

In response to emergencies, in order to help college students have good psychological quality, this paper constructs the psychological construction path of students' Mindfulness Education Based on the third space theory, hoping to help students from the following aspects and help college students think and solve problems rationally on the basis of emotional peace when dealing with crisis events.

As shown in the figure below, the construction path of mindfulness psychological education based on the third space theory is centered on the concept of Mindfulness Education, supported by the data of the information age, with the help of the third space theory and third space tools to build scenes and teams, so as to convey the concept of mindfulness to students as an omni-directional and multi-dimensional path, Let students immerse themselves in a positive Mindfulness Education Environment in an all-round way. Students receive Mindfulness Education invisibly and autonomously through the tools of the third space, in a warm and harmonious learning team and a scene that can relieve pressure. At the same time, in such scenes and teams, college students can safely feedback their negative emotions, pressures or suggestions through third space tools. Students can give full play to their subjective initiative as much as possible in an environment that is believed, tolerated and understood, and can study and live independently, such a positive and benign circulation system can help students cultivate a mature and rational mind and improve their own healthy personality during the key university period.

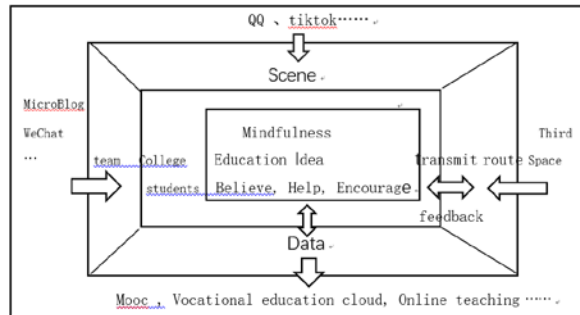


Fig.1 Psychological Construction Path of Students' Mindfulness Education Based on the Third Space Theory

In the era of big data, the positive education concept transmits the path of psychological construction to students from multiple angles and all directions through the media of the third space unknowingly and in an environment of teaching in fun, so as to cultivate students' psychological construction path of independent thinking, judgment and shaping a complete personality.

Through mindfulness education, based on cultivating learners' emotion, it can help improve college students' cognitive level and shape integrity and a charming personality.

4.1 Mindfulness Education as the Core

The core of Mindfulness Education is “believe, help and encourage”. If educators want to create the scene of Mindfulness Education, they need to “Believe, help and encourage” is the fundamental word, believe in students, help students and encourage students. Only when students really feel that they are believed, can they believe that they can do it from the heart; Only when students get sincere help in the process of learning and dealing with problems, will students sincerely learn to be grateful; Only when students feel real care and encouragement when they are confused, will students move forward with peace of mind and steadiness.

Educators can also help students observe and experience their current emotions and feelings in mindfulness practice to maintain sober awareness. Through mindfulness training, students can improve their positive psychological quality⁵, re perceive⁶ and adjust negative emotions.

Educators realize the Pygmalion effect by creating the scene of Mindfulness Education. The connotation of Pygmalion effect is that the expectation of authority can predict the future of others. The educational environment of college students is like a cycle. If we want to turn this cycle into a virtuous cycle, we need educators to spontaneously and sincerely have some expectations (confidence) for college students. Because it is the expectation generated by educators from the origin of goodness, students can really feel this positive expectation in educators' attitude, emotion and behavior. It is really because this positive expectation will virtually encourage college students, make college students more confident in themselves and make college students believe that they will do better. The Pygmalion effect is that if our expectations are positive, for example: we firmly believe that children are smart, then children will be encouraged, and they will be more confident, more curious and smarter. And vice versa.

The concept of Mindfulness Education is closely related to Martin Seligman's positive psychology. The concept of mindfulness education can help educators create a good environment to promote the development of students' physical and mental health, so as to actively stimulate the maximization of students' individual potential.

The core of the concept of Mindfulness Education is to cultivate college students' self-affirmation, self-trust and self-trust, give themselves positive self-expectation, constantly improve their personality and cultivate their affirmation of self-worth in the positive subconscious.

4.2 Big Data is the Support

Under the premise of the information age and the arrival of big data, the construction of Mindfulness Education psychological construction path is inseparable from the support of data. In the era of Internet education, data is an essential educational element. With 5g technology, the data is smoother, more high-definition and larger capacity, which provides technical support for the creation of Mindfulness Education scenes and more accurately transmits the concept of Mindfulness Education to college students.

The concept of Mindfulness Education “believe, help and encourage” can be presented in the form of data in the online classroom. The normalization of COVID-19, with the help of MOOC University, vocational education cloud, online teaching and other means, educators can not only teach professional knowledge to college students, but also integrate the concept of Mindfulness Education into the classroom. At the same time, they can also strengthen college students' understanding and mastery of the concept of mindfulness by watching videos and classroom cloud discussions.

Accordingly, some educational knowledge concepts in the online education classroom are also transmitted to college students in the form of data, and fed back to the mental construction system diagram of mindfulness education concept. These positive concepts are integrated into the mindfulness education concept system to form a new educational concept suitable for college students, which is easy to be well accepted and understood by college students.

The psychological construction path of mindfulness education concept is a benign system with two-way circulation, which is suitable for matching in a large amount of big data. The core essence of the concept of “believe, help and encourage” mindfulness education is also transmitted to universities in a variety of online classes in the form of data.

4.3 The Third Space is the Teaching Tool

The third space theory plays a role on the basis of big data with the help of information technology. Third space tools such as microblog ,wechat ,tiktok , QQ,little red book, online classroom Moore college, vocational education cloud, Tencent classroom and so on. Educators can choose the third favorite space tools that college students love, the longest contact and favorite, and make the most of these tools to pass on the concept of mindset Education.

Some professional students like Zhihu, so educators can answer students' questions and answer questions on Zhihu; Some students love to tiktok and watch live broadcast, so educators can make short videos or live broadcast teaching. If some students like station B, educators can use the resources on station B or up resources on station B to trigger student interaction; Some students love official account. Educators can build class groups, class public numbers, class videos on WeChat and QQ, and release professional knowledge and students' relevant information in time, so that students can spontaneously and open discussion, make complaints about each other, and inspire each other. Machine learning, natural language processing, emotional computing and other artificial intelligence technologies. Typical educational applications include intelligent tutor assisted personalized learning, intelligent evaluation, robot partner, etc. the sustainable development of educational artificial intelligence needs the coordination and cooperation of government, schools and training institutions⁷.

The tools of the third space need to be well used by educators. The ultimate purpose of educators using a variety of new media tools is to create an all-round and multi angle immersion teaching and knowledge sharing scene. These multi-dimensional teaching scenes such as knowledge, skills and entertainment wrap college students, touch college students three dimensionally and immerse them, So that they can safely, happily and spontaneously absorb knowledge and shape perfect personality in the third space.

4.4 Inclusive Education Team Atmosphere

Educators use various tools in the third space to weave a relaxed and flexible learning network ocean for college students. We can roam happily in such an ocean of knowledge. The formation of such a

relaxed learning state is closely related to the educators' teaching philosophy, personal quality and other elements.

The concept of Mindfulness Education of educators is the foundation and core of the birth of this ocean, and it is still under the guidance of the concept of Mindfulness Education.

Educators need to build an educational team atmosphere of tolerance, inspiration, thinking and acceptance. In this relaxed atmosphere, only when college students really feel accepted and understood, can they give full play to their subjective initiative and open themselves. The team atmosphere of letting a hundred flowers bloom, embracing all rivers and embracing all is the extension of building a relaxed and flexible learning ocean.

4.5 Create Immersive Education Scene

The creation of the immersion education scene of mindfulness needs the support of data, the tools of the third space and a harmonious team. After the three work together to form a joint force, we can create an immersion education scene of mindfulness. This immersive education scene must be based on the mindfulness concept with "trust, help and encouragement" as the core, and be multi-dimensional constructed into a close network through the tools of microblog, wechat and online education in the third space, so that college students can immerse themselves in it. The most important thing is that the immersion scene of Mindfulness Education is to let college students spontaneously and independently recognize the concept of mindfulness from the bottom of their heart, and then maximize their subjective initiative, consciously learn various knowledge systems, consciously improve their communication skills with others, and constantly repeat their own behavior, so as to achieve the degree of self-reflection of "I think about it three times a day".

The creation of Mindfulness Education immersion scene requires the comprehensive cooperation of educators' mindfulness concept, teaching tools, teaching forms, team atmosphere and other elements. The core of Mindfulness Education is to express the appropriate teaching form and teaching atmosphere at the same time, so that college students can really feel it.

Educators use the Department's media tools to create specific teaching scenes in the third space where virtual and reality are intertwined. In such interactive and timely feedback scenes, students can be inspired, think deeply, express their views in a relaxed environment, and communicate and share with teachers. Questioning each other and finding the best solution is the core of Mindfulness Education.

First, the multi-layer interaction of collective efficacy. Under the concept of Mindfulness Education, by creating an immersion education scene, college students' sense of collective efficacy is triggered by multi-layer interaction. Bandura, a famous American psychologist, believes that collective efficacy refers to the perception of collective ability to cooperate to achieve goals and overcome difficulties. Collective efficacy is the collective members' common belief in collective ability. It is not the operation ability itself, nor the simple addition of collective members' judgment of individual ability. Bandura believes that people's self-affirmation in accepting and dealing with difficult tasks determines whether they can make good use of this ability. Collective efficacy is not only determined by the abilities and skills of group members, but also depends on the mutual evaluation and the dynamic relationship of interaction and cooperation among group members⁸.

Secondly, make complaints about teaching is a new way of teaching in modern society. After creating the immersion education scene of mindfulness concept, we need to open the students' hearts through this scene, so that they can express themselves and motivate themselves in this scene. Roasting is a very good way to express emotions and make complaints about themselves. Only when students trust the scene and the teacher team that created the scene, will students be willing to express themselves truly and be seen. After seeing the students, teachers can teach students according to their aptitude and cultivate and shape students according to their own characteristics.

To make complaints is the first step in collective empathy. Make complaints about the real self by roast teachers and students, so that teachers and other students will feel it. When this kind of expression

of real self is stimulated positively, it will also plant a seed among other students. Students will follow suit and make complaints about themselves. Empathy refers to the ability or process to understand others' emotions and thoughts, understand others' positions and feelings, and think and deal with problems from the perspective of others in the process of interpersonal communication. Frans de Waal⁹, a Dutch primatologist, believes that empathy is the “glue” that binds humans together, empathy is a weapon given to us by nature. It has survival value. The greatest social value of empathy lies in strengthening social connection and social trust. In society, collective empathy is the key to promote social civilization. When we think about how we feel when we are in the situation of others, empathy makes us not only pay attention to the emotions of others, but also understand how we want to be treated. Teachers' teams help students through persuasion rather than repression. After the accumulation of time, they will eventually form multi-layer interaction of collective efficacy.

Thirdly, scenario simulation. After students feel the inclusive education team atmosphere, educators also need to integrate students into the mindfulness immersion education scene through a series of teaching methods. Besides make complaints about teaching methods, scenario simulation is also needed. The teaching of roasting enables students to make complaints about themselves and situational simulation to enable students to enter the scene independently. The task driven after that will enable students to learn to have a sense of purpose and result. The three are promoted layer by layer and linked together, and finally create the goal of recognition and improvement of education and students' self-feeling.

Under the educational mode of scenario simulation, teachers should be encouraged to give full play to their guiding role, highlight the autonomy of learning and the construction of learning community, so as to stimulate students' learning motivation and ultimately affect the teaching effect¹⁰.

Finally, task driven. Compared with Chinese universities, American universities pay more attention to professional practical courses¹¹. In the process of practical classroom teaching, task driven teaching method is very important. It can make students clearly understand the tasks and objectives of the course before teaching. Especially in the inclusive and strict educational atmosphere and the mindfulness immersion scene of “believe, help and encourage”, the task driven educational method can promote students' self-construction, cultivate students' autonomous learning ability and promote students' self-regulated learning. This kind of controlled and regulated learning belongs to metacognition and high-level understanding level, which can promote the development of students' autonomous learning ability¹². More importantly, it can cultivate and shape students' complete positive personality, help students to properly and reasonably deal with and solve relevant problems in their future students, work and life, and also help students find solutions in the face of sudden major disasters.

5. Conclusion

In the complex and changeable international environment, educators need to use a variety of tools in the third space to create a mindfulness psychological education scene, so that students can gradually obtain self-identity and cultural trust, and cultivate innovative spirit on the basis of shaping their good psychological elasticity, so that students can immerse themselves and learn and feel independently and spontaneously. In this mindfulness education scene, we can shape students' complete personality, cultivate students' positive and optimistic attitude, let students have a certain sense of awe of society and nature, and find appropriate methods to deal with emergencies.

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