

Construction of Teaching Quality Evaluation System of Sports Human Science from the Perspective of Positive Psychology

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Abstract

The traditional teaching quality evaluation system lacks the introduction of experiential education. The perspective of positive psychology is a part of experiential education. The evaluation system based on positive psychology is established, and the evaluation matrix is established to evaluate the teaching quality of sports human science by quantifying the data. Finally, an example is given to prove that the evaluation system can meet the requirements of teaching quality evaluation.

Keywords: Positive Psychology, Moving Human Body, Human Science, Teaching Quality, Evaluation System, System Construction

1. Introduction

In the process of continuous collision between traditional education and Internet technology, a new education and teaching model suitable for the operation and development of contemporary education emerged at the historic moment, namely internet teaching. The emergence of internet teaching mode makes schools not the only way to acquire knowledge, and teachers are no longer the only leading personnel (Wang et al., 2021; Worth, 2020; Zhu et al., 2020), which provides more possibilities for knowledge acquisition. Knowledge demanders are no longer limited by objective conditions such as time, age and region, and can choose the content they are interested in to study according to their own interests through the internet. But the internet teaching mode is not like the traditional model, the teaching quality of high and low will to some extent on learners' autonomy and self-discipline, colleges and universities, teaching quality through teaching team (Boonchuay, 2019), teachers, students and other education to take part in the assessment, role and teaching quality of internet knowledge due to a lack of communication between transmitter and receiver. As a result, the quality of education and teaching has become uncontrollable due to the influence of virtual platform, leading to the uneven quality of internet teaching (Luca & Jack, 2021; Scott & Cullen, 2021).

There are two branches to the present assessment of teaching quality in colleges and universities. The first branch is the teaching quality assessment approach based on qualitative analysis, which mostly involves expert systems, such as association rules, which have a poor practical application value and merely serve as a guide (Mayer & Vanderheiden, 2020). The second branch is the quantitative analysis-based college teaching quality assessment technique, which is separated into two types: classic statistics college teaching quality evaluation method and machine learning algorithm. Traditional statistics primarily include linear regression and grey theory, which only consider simple factors and can only describe the simple, linear statistical relationship between influencing factors and teaching quality in colleges and universities, resulting in the accuracy of teaching quality assessment in colleges and universities failing to meet the actual requirements (Dong et al., 2019; Liu et al., 2019; Song & Zhao, 2020). Machine learning algorithms including the BP neural network, extreme learning machine and so on, belong to the category of data mining, on the basis of modern statistics theory, has a certain ability to learn and express. In practical application, such as BP neural network parameter optimization problems, extreme learning machine structure determination problems have not been effectively solved, directly affect the university teaching quality evaluation results. And the advantages of the teaching quality model of colleges and universities were analyzed through specific examples. The

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results show that the prediction error of the teaching quality evaluation index of sports science based on positive psychology is much smaller than that of the current typical methods (EAGDERI et al., 2019).

2. Establishing Evaluation System Based on Positive Psychology Perspective

Positive psychology as a science is committed to the development of human potential and virtue, it studies the theme of happiness, positive emotion, flow experience, optimistic explanation style, emotional intelligence, positive traits and positive relationships, positive self and positive change. These theories in order to improve college students' developmental psychological qualities of a good theoretical basis. Positive psychology through the study of virtue, refining the human have in common the six categories of 24 kinds of virtues, these virtues are more or less will be reflected in individual in college students. College students' mental health educators need to do is to guide students to find their own advantages, to inspire their own potential, to make college students can use their own strengths and virtues to build their self-esteem and confidence. Learning to use this wealth to live a positive life and experience the joy and value of happiness and growth. The principle of education is the education of "steering wheel", based on the concept of positive psychology to establish the evaluation model based on positive psychology perspective (Smallen, 2019), is bound to highlight the positive philosophy, to the cultivation of students' positive personality as the starting point and develops well, and reveal the course system "active" guidance. Paying attention to the students positive experiences of psychological courses and daily life, exploring and developing mental health education courses from various angles to cultivate students' positive power to create a happy life. The

mathematical concept formula of teaching quality can be explained by the following formula:

$$C = \frac{F}{G} \quad (1)$$

In the above formula, The recognition and positioning principle of monocular vision technology, is the teaching quality in a broad sense, F is the performance behavior or effect of the organization, and G is the expectation of customers. Customer expectations can theoretically be changed through a positive psychology perspective. Positive psychological qualities, such as willpower, a moderate motivation system, talent, and character, as well as other beautiful personality psychology. These good psychological attributes are beneficial to college students' physical and mental health, as well as their potential (Kim et al., 2019) (Antoci et al., 2021; Kim et al., 2019) and subjective well-being. This course is an educational process with the rule of "he assists, mutual assistance, self-help," according to the teaching guidelines of a mental health education course. The course's constructive direction and teaching ultimately fosters the good psychological development of college students. Studying the beneficial effects of happy emotional experiences and positive personality development, as well as the building of a positive social organisation system. Its purpose is to increase pupils' psychological potential by cultivating good psychological qualities inside them. That is to guide students to look at problems from the positive side, deal with things, cultivate positive psychological quality and optimistic character, eradicate negative psychology, learn to create happiness, share happiness, make their potential to get the maximum play, so as to maintain the best life condition. Its biggest characteristic is to discover and interpret the positive aspect of the problem with a positive perspective, to cultivate the positive quality with the positive way, to irrigate the positive mind with the positive thought, to provide the positive emotional experience with the positive process, to strengthen the positive effect with the positive feedback, and to shape the positive life with the positive attitude.

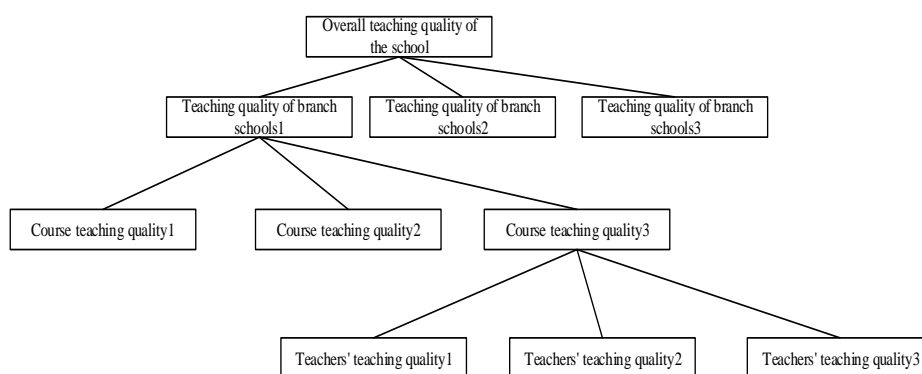


Fig. 1 Integrated structure

Sports human body science teaching is a complex system engineering. And the teaching quality of each discipline or department reflects the overall teaching quality of the school. The structure of this step-by-step integration is as Figure 1.

From figure 1, we can see that to evaluate the teaching quality of a school, it is necessary to evaluate the teaching quality of each discipline or department in the school. The teaching quality of colleges and departments is reflected by the quality of courses, which in turn is reflected by the teaching quality of teachers who undertake courses. Therefore, we can evaluate the teaching quality of each teacher by establishing teaching quality evaluation standards, establish course evaluation criteria and evaluate each course. The evaluation index system of colleges and departments is established to evaluate the teaching quality of each college and department, so as to evaluate the overall teaching level and quality of the school.

Educational assessment is based on educational objectives, yet educational objectives are usually principled, abstract, and broad in some sense. It is vital to concretize the broad specified educational goals in order to assess the feasibility and scientificity. The index is a specific, quantifiable, behavioural, and operational component of the target (Kazaz & Alagözli, 2020), which is the breakdown of the connotation associated to the characteristic of the assessed item. The index, on the other hand, is just one feature of the goal; each index may only represent a portion of the target, not the whole target; there is only a systematic, tightly connected index system. Only then will we be able to reflect the whole object. As a result, from the goal to the index, the process of establishing the index system must go through layer by layer breakdown, from the overall target to various levels of hierarchical indicators. Figure 2 depicts the index establishing tree stump structure.

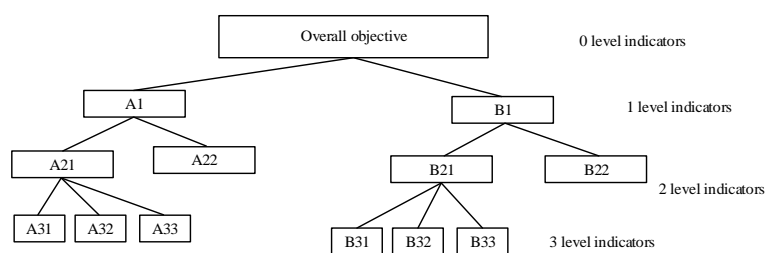


Fig. 2 Tree stump structure of index establishment

All the work at the school without the transformation of ideas, do a good job in a high quality of the school, must want to have a correct concept of education thought and clear train of thought, to do what kind of education and how to do the overall view of education, is the education of macroscopic, the rational understanding. Therefore, according to the international education development the teaching idea, correctly determine the guiding ideology of running school, it is of great significance to the construction and development of the school to find the correct positioning in line with its own conditions and formulate feasible development and construction goals (Moskowitz et al., 2019), which is the soul of the school. Teaching conditions are the reflection of the basic teaching ability of a school, the basic guarantee of carrying out teaching work, and the economic foundation of running a university well. Spacious and bright classrooms, laboratories with advanced equipment, libraries with a large number of books and documents, stable practice bases and scientific resource allocation and operation mechanism are the material conditions to ensure the

quality of teaching. Teachers are the foundation of education, having a team of high-level teachers is the key to personnel training. Comrade Deng Xiaoping pointed out: "Teachers are the key to whether a school can train qualified talents, workers with all-round development of morality, intelligence and physique, socialist consciousness and culture for socialist construction." Teachers' professional level, research attitude, teaching ability and academic level play a decisive role in teaching quality. Constructing harmonious classroom teacher-student relationship, letting student enhance subjective happiness. Understanding and helping people to obtain happiness and subjective well-being is the core goal of positive psychology and the pursuit of positive mental health education. At present, students tend to have good emotional experience related to the subject because of the good emotional experience with the teacher, resulting in the situation that students like the teacher and study that course seriously. Students' subjective well-being also varies from teacher to teacher. Therefore, it is particularly important to build a

harmonious teacher-student relationship. Chinese teaching is the expression of subjective feelings, the revelation of inner feelings, and the presentation of teachers' personal opinions and wisdom. The most effective way to foster a positive teacher-student connection is to actively employ supportive assessment, which allows pupils to develop self-esteem and confidence. One of the major components of positive mental health education is self-esteem and self-confidence, which has a significant impact on preserving students' social positive psychology, boosting students' willpower, maximising intelligence factors, and attaining success. Positive feedback from teachers is one of the most effective strategies to boost pupils' self-esteem and confidence. Positive feedback from teachers may help pupils get valuable experience and create positive psychology. Students will feel successful and joyful as a result of their teachers' prompt, suitable, and right appraisal of them, which will inspire their desire to continue their studies. Even teachers' positive psychological suggestion to students will have a good influence on students' positive psychology. In Chinese teaching, we can actively use encouraging evaluation to help students establish self-esteem and self-confidence. In composition teaching, for example, can according to the students paid labor, time to give different levels of students to fully affirmation, encouragement and praise, the evaluation of teachers' encouragement of statements can make the students in the psychological rehabilitation, confident and successful experiences, stimulate students' learning motivation, to induce their interest in learning, thus causes the student active learning. Encouraging evaluation can also be used in students' daily testing, through the second and third tests, so that students at different levels experience the happiness of success. Training plan is the blueprint of talent cultivation and school education teaching work platform, develop training objectives of the plan is to measure the quality of teaching standard (Samadbeik et al., 2020), it is according to the need of society and the all-round development of people required to formulate, thus establishing the correct mode of talent training, scientific training plan, strengthening the construction of specialty

construction and course, is to ensure the quality of talent training premise. Practical teaching is closely related to theoretical teaching and relatively independent. It plays an irreplaceable role in improving students' comprehensive quality and cultivating innovative spirit. The innovation of teaching content, the introduction of the latest achievements of science and technology and social development, the embodiment of multi-disciplinary knowledge and the optimization of curriculum system are the focus and core of teaching quality evaluation.

2.1 Evaluating Quantitative Analysis of Data

Teaching activities are also inseparable from high-quality management team, advanced management ideas and means, and scientific and sound management system. Effective management by managers is an important guarantee for standardized and effective teaching activities (Martínez-Guzmán & Lara, 2019). Managers' working attitude, professional dedication, professional level, service thought and working methods play a crucial role in teaching quality. Students are the main body of teaching activities, and only with the active participation of students, can knowledge and ability be transformed. The improvement of individual quality, the quality of learning source, the quality of students, the learning attitude, the desire for knowledge. In addition, beautiful and quiet campus environment, good school spirit, teaching style, learning style, examination style, rich campus academic environment and an elegant and healthy cultural atmosphere will be infected, edify, inspire students to study hard, strive for progress, this intangible asset also plays an important role in teaching quality. Multimedia teaching quality is a complicated issue encompassing a variety of technologies. The level of the instructor, the complexity of the course, and the students' own quality, among other factors, are used to assess multimedia teaching quality. They have an impact on one another, but there is currently no unified and widely accepted assessment framework for multimedia teaching quality. In general, a great variety of variables are used to assess the quality of multimedia instruction, making data collecting more challenging. At the same time, having too many assessment indicators

makes modelling the quality of multimedia instruction too difficult, and there is some information repetition across evaluation indicators, causing interference. They can reduce the number of multimedia teaching quality evaluation indexes using the principal component analysis (PCA) method of establishing multimedia teaching quality evaluation indexes, which is based on the theory of fuzzy method of establishing multimedia teaching quality assessment indicators, but they do not reflect each type of index on the result of multimedia teaching quality evaluation, which affects the multimedia teaching quality evaluation results. The new index construction method can reasonably determine the weights of various indexes, which provides a new tool for the construction of multimedia teaching quality evaluation indexes. For the indicators in the first part, each indicator has a weight consideration, which is set as a score value. The indicators are assessed on a five-point scale, namely A=1.0(excellent), B=0.8(good), C=0.6(pass), D=0.4 (fail), and E=0 (very poor). The evaluation scores of students are established, and the quantification of data is as follows:

$$Q_{\text{students}} = \sum_1^{10} M_1 \times K \quad (2)$$

Similarly, the quantitative assessment of education experts and leaders is as follows:

$$Q_{\text{experts assess}} = \sum_1^9 M_2 \times K \quad (3)$$

Teachers' self-evaluation of rental quality is

$$Q_{\text{Self-evaluation of teachers}} = \sum_1^9 M_3 \times K \quad (4)$$

In the formula, M_1 , M_2 and M_3 are the scoring standards of this evaluation quantification respectively, and K is evaluation coefficients. The evaluation matrix is established and the data is quantified. The results are as follows:

$$A = \left. \begin{array}{l} 1,1/2,1/3,1/2,1/5 \\ 2,1,1/2,1,1/3 \\ 3,2,1,3,1/2 \\ 2,1,1/3,1,1/4 \\ 5,3,2,4,1 \end{array} \right\} \quad (5)$$

It can describe and identify many fuzzy phenomena in teaching, solve some problems that cannot be solved by quantitative evaluation, and is more suitable for evaluation of students' ability and teachers' professional level (Filep & Laing, 2019; Fredrickson, 2001; Stoner, 2019). Educational objective is the basis of educational

evaluation, but educational objective always has principle, abstractness and generality to some extent. In order to evaluate the feasibility and scientificity, it is necessary to concretize the general stated educational objectives. The evaluation and audit target with the results is as Figure 3.

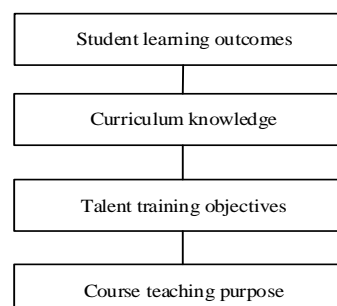


Fig. 3 Specific results of evaluation and audit objectives
In essence, the index is a specific element of the target, it is a breakdown of the connotation of the assessed object's characteristic, it is tangible, measurable, behavioural, and operable. Indicators, on the other hand, are just one element of the objective, and every indication may only represent a portion of the target (Abdelhadi & Nurunnabi, 2019; Laske, 2019), not the whole target. Only a systematic and tightly connected indication system can more comprehensively represent the whole object associated to the aim.

3. Example Analysis

In order to verify whether the teaching quality evaluation system of sports human science designed in this paper can accurately evaluate the teaching quality from the perspective of positive psychology.

3.1 Overview of School Teaching Quality Assessment System

In the current diversified and multi-level education development pattern, different types of people have different training specifications and standards, and they are also different in the basic conditions of running schools, basic norms and requirements for training innovative talents. Therefore, different levels of training schools should have different quality standards, and different types of training schools should have different quality requirements. As a result, while evaluating the growth of training schools, the concept of categorization and guidance should be completely considered and followed, as well as the differences and features of various kinds of

training schools. To assess various levels and kinds of schools, different evaluation index systems, evaluation forms, evaluation standards, and so on are used. Unfortunately, school A evaluates teachers using a single

index system rather than a professional teaching assessment method. After outlining the school's assessment system, Table 1 summarises the evaluation system's shortcomings.

Table 1

Summary of evaluation system problems

Existing problems	The specific performance
The evaluation content is not perfect	The existing evaluation activities focus on the construction of teaching management system (88.7%), the standardized implementation of technology teaching (86.3%) and theory teaching (85.5%), the construction of teaching staff (82.3%) and the quality control of main teaching links (72.6%). The evaluation of quality culture (19.4%), teacher development service (27.4%), teaching management team construction (33.1%), student quality (34.7%), teaching quality improvement (39.5%) was not paid attention to.
Neglecting teaching evaluation	67.3% of the institutions applied the teaching evaluation system at the comprehensive level to all professional levels, adopting a one-size-fits-all approach to evaluation, and failed to take into account the diversified characteristics of projects in index design, resulting in poor pertinence.
Lack of assessment objectives	82.3% of the schools surveyed have a clear educational orientation, of which only 62.7% can make timely adjustments according to needs. Further investigation into the reasons for the lack of a clear teaching orientation.
The organization is not sound	The three-level management system of "organization-project-class" is not perfect enough. The organization integrates decision-making, execution and theoretical leadership, and takes on too many specific tasks. The inner power of the class is insufficient, the function is weakened, the power of teachers is insufficient, and it is difficult to play a real role in the decision-making and supervision of the organization
Resources are improperly allocated	For information resources, only 28 institutions believe that they can meet the needs of school teaching. It can be concluded from the above analysis that the existing teaching resources are difficult to meet the teaching needs of art training schools.

The construction principle of teaching evaluation index of art training school is the basic principle requirement formulated according to the method and idea of system theory, according to the teaching and learning objectives and tasks of art training school, and following the teaching rules of art training school. Table 1 shows that the evaluation system of the school is not scientific and perfect.

On the basis of the policy, documents and literature research of the level evaluation of art training schools, according to the guiding ideology and basic principles of the evaluation index system, referring to the school development index system at home and abroad, C_a is used to judge the coefficient of influence, C_s is the coefficient of familiarity. The judgment is based on C_a , and the quantitative basis is as Table 2.

3.2 This Paper Evaluates the Application Process of the System.

Table 2

Quantification of judgment basis

Judgment	Influence degree		
	Small	Middle	Big
Teaching Experience	0.10	0.20	0.3
Theoretical analysis on teaching quality	0.30	0.35	0.45
Application of positive psychology	0.10	0.20	0.25
Intuition	0.05	0.06	0.10
References to literature and materials	0.05	0.06	0.07
Total number	0.60	0.87	1.17

As shown in table 2, when $C_a=1.17$, it has the greatest impact on teaching quality evaluation, and when $C_a=0.60$, it has the least impact on teaching quality evaluation. The method to

determine the weight of the school's teaching quality system is analytic hierarchy process, and the working procedure of analytic hierarchy process is as Figure 4.

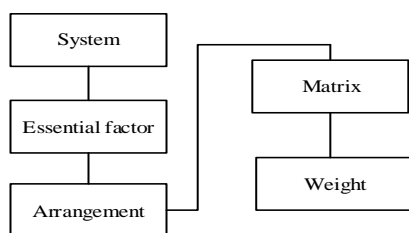


Fig. 4 Working procedure of analytic hierarchy process

The construction of judgment matrix is not only the starting point of AHP, but also a key step in the application of AHP:

$$C.I. = (\lambda_{max} - n) / (n - 1) \quad (6)$$

For the maximum eigenvalue of λ_{max} matrix A , only $(n - 1)$ upper (lower) triangular elements need to be judged for the n -order judgment matrix. Of course, any judgment matrix has the following properties: $a_{ij} \geq 0$; $a_{ij} = 1/a_{ji}$. The diagonal of the matrix is the comparison of each element, so the value is 1, that is, $a_{ij} = 1$. The

greater the value of a_{ij} , the greater the importance of factor A_i relative to factor A_j . Through the comparison of various indicators at each level, this comparison is one-to-one comparison, also known as pairwise comparison or pairwise comparison. Pairwise comparison is also based on the guiding principle of decomposition and then synthesis of analytic hierarchy process, instead of comparing all factors together. In addition, pairwise comparison adopts relative scale, and the calculation method of the maximum eigenvalue of matrix is as follows:

$$\lambda = \frac{1}{n} \sum_{i=1}^n \frac{(Aw)_i}{w_i} \quad (7)$$

In the above formula, since λ continuously depends on the factors in the matrix, the greater λ is than the matrix, the more serious the inconsistency of A_i and A_j will be. The second step is to find out the value of the random consistency index A of the matrix according to the order of judgment matrix A , as shown in Table 3.

Table 3

Random consistency index

Order number	1	2	3	4	5	6	7	8	9
R.I.1	0.00	0.00	0.52	0.89	1.12	1.25	1.43	1.49	1.57
R.I.2	0.00	0.01	0.32	0.57	0.89	1.14	1.25	1.48	1.25
R.I.3	0.00	0.02	0.54	0.61	0.78	0.92	1.18	1.58	1.60
R.I.4	0.01	0.02	0.52	0.68	0.70	0.79	0.85	1.24	1.58

The combined weight refers to the weight of an index in the entire objective assessment decision-making process, which is also the weight of the total ranking. The procedure for calculating the combined weight of the index system is to multiply the weight coefficients of the indicators at all levels that pass the

consistency test from top to bottom.

3.3 The Application Results

Through the application of the above evaluation system, the teaching quality of the school is evaluated, and the evaluation weight results are as Table 4.

Table 4

Evaluation results

Level indicators	Weight of First-level indicators	The secondary indicators	Secondary index weight	Composite weight coefficient
A1	0.5478	Long-term development plan	0.3587	0.0235
		Recruiting methods	0.2014	
A2	0.1456	Development of lesson plans	0.3357	0.0354
		Recruitment	0.2814	
A3	0.2477	Teacher training	0.3558	0.0524
		Teachers management	0.4125	
A4	0.5689	Construction of teaching facilities	0.3274	0.0657
		The campus environment	0.2745	
A5	0.4547	Stimulation of interest in learning	0.3348	0.2254
		Competition examination results	0.6310	

As can be seen from table 4, among the second-level indicators, it can be found that in interest stimulation and cultivation, competition and grade examination results have a greater weight. In the development of training schools, teaching

results are still crucial. And good teaching results are mainly obtained through teachers' teaching. Therefore, in the secondary indicators, talent recruitment, teacher management, teacher training and improvement, teaching

facilities also account for a relatively large weight. From this point of view, if the weight proportion is larger than the construction of teaching staff and school performance. To judge the weight of indicators by consistency:

$$C.R. = C.I./R.I \quad (8)$$

$R.I$ is a random one-time index. In the internal and external environmental indicators, although the index itself accounts for a small proportion in the first-level indicators, but the market competition of the secondary indicators under the first-level indicators of the internal and external environmental indicators accounts for a large proportion. Optimizing classroom teaching methods, teachers should actively explore the innovation of classroom teaching methods, with the help of advanced multimedia technology and network technology, the abstract into more intuitive images, so that students can feel, get auditory experience and harvest visual impact, so as to better mobilize the enthusiasm of students, get more vivid and rich aesthetic experience. Paying attention to practice, teaching needs to pay attention to practice teaching, the students will practice as a get the aesthetic experience, important way to master the knowledge and skills, teachers should guide students to actively participate in the art practice, combing with its performance of self-confidence, developing a sense of team spirit and cooperation. Teachers can set some simple writing task for the students, fully excavate students' innovative potential. To

provide students with more opportunities to express, exercise students' ability to express. Practice is a very important part of the subject. Teachers should actively carry out art practice and creation competitions to show students' talents and knowledge and skills and stimulate their enthusiasm for participation.

4. Conclusion

In this paper, through an analysis of the characteristics of positive psychology, establishing evaluation system according to the general rule of human movement science development evaluation, evaluation index system for the development of the teaching quality to build a little study of superficial and partial problems of school development of the evaluation system has not yet been discussed, in a follow-up study argument also need a large number of examples. There are still great differences in the development modes and levels of schools. The innovation breakthrough in practice is not enough, and the optimization of the index system is not deep enough, which needs further research in the future. In this paper, the development evaluation of school teaching quality does not fully consider the differences of various training schools, which makes the optimization suggestions of evaluation one-sided. In the future development, evaluation indicators should be constantly optimized. The actual effect of the optimization results needs to be further empirically tested through the evaluation of schools.

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