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Analysis of the Creation Strategy of Online Humanities Learning Environment from the Perspective of Interactive Psychology

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Abstract: As online education continues to expand, the need to infuse humanistic values into virtual learning environments becomes paramount. This paper explores the strategies employed in creating online humanistic learning environments, with a particular focus on interaction psychology. Interaction psychology, rooted in understanding how individuals engage with digital interfaces, provides valuable insights into designing educational experiences that prioritize the human element. By examining the interplay between digital interaction and human psychology, this study aims to discuss how interaction psychology can be used to enhance the humanistic value of online education from the perspectives of teachers and students respectively. For educators, the research explores leveraging interaction psychology to establish meaningful connections with students in the virtual realm. Customizing instructional design and communication strategies based on interaction psychology insights can foster a more personalized and empathetic online learning experience. From the student standpoint, the paper examines how an understanding of interaction psychology can enhance motivation, satisfaction, and overall learning outcomes. By considering factors like user interface design and collaborative tools, educators can create online environments that resonate with diverse student needs.

Keywords: Online learning, humanities learning environment, interaction psychology

1. Introduction

With the continuous development of science and technology, electronic equipment has had a huge impact on all aspects of people's lives and promoted the process of social informatization. Education, as an important driver of social development, is bound to receive the influence of digital technology. This impact includes the transformation of teaching mode and teaching content, as well as the impact of hardware equipment on the transformation of education methods.

This paper explores the dynamic integration of electronic equipment in education, tracing its evolution and impact on the development of online humanistic learning environments. Against the backdrop of technological milestones, the paper delves into the intersection of technology and humanistic approaches, particularly guided by principles of interaction psychology. The current state of humanistic education is examined, highlighting the crucial need for learner-centric strategies in virtual classrooms.

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2. Importance and Problems of Online Learning

2.1. Trends in Digital Devices

In the 1990s, the proliferation of devices like the Palm Pilot heralded the advent of digital integration [1]. The ensuing mobile learning paradigm has undergone a transformative shift, focusing on just-in-time and just-for-me learning. This evolution signifies a departure from the conventional teacher-centered model to a dynamic learner-driven approach, where students actively select materials aligned with their goals, guided by educators providing support.

Today, traditional instructional methods within rigid educational spaces fall short of meeting the needs of a rapidly changing world. Learners are no longer adequately served by the one-size-fits-all approach; instead, there is a growing demand for adaptable and flexible learning methodologies [2]. Teachers play a pivotal role in this transition, requiring skills to not only facilitate learning but also to transform content and forms to suit the evolving needs of their students. In essence, the combination of mobile devices and education is more than just the adoption of technology. It symbolizes a paradigm shift.

2.2. Teachers' and students' Attitudes towards Online Teaching

Teachers' and students' attitudes toward online teaching exhibit a diverse range of perspectives influenced by numerous factors. In the transition to online education, educators often face initial challenges, with adaptation and harnessing the flexibility online learning offers for personalized instruction being a key theme. Of all the factors examined in the model, the most important influence on laptop integration was the unique impact of teacher beliefs over and above the other independent variables [3].

Thus, both educators and students navigate the evolving landscape of online teaching with a complex interplay of challenges and opportunities shaped by their experiences and the educational context. On the student side, since student engagement, defined as student involvement in educationally purposeful activities, has been shown to be the strongest predictor of students' learning and personal development, understanding how the online environment affects engagement should inform the implementation of online programs [4].

A study of Online learning in higher education: exploring advantages and disadvantages for engagement shows that: It may be that the potential isolation that comes with online, self-directed learning might contribute to fewer opportunities for collaborative learning [5]. This result is somewhat in opposition to other research that has been done on effective uses of student collaboration in online environments.

2.3. Problem in Online Learning Environments

2.3.1. Lack of Awareness and Implementation of Online Teaching Methods

As the educational landscape rapidly transitions to digital platforms, many teachers find themselves grappling with the unfamiliar terrain of online pedagogy. Moreover, the implementation gap is exacerbated by a reluctance or hesitancy to embrace technology-driven teaching strategies. Teachers, accustomed to traditional classroom settings, may encounter challenges in navigating and leveraging the myriad of digital tools available for online instruction.

2.3.2. Lack of Teacher-Student Interaction

Lecture-based teaching is one of the traditional forms of online learning. However, in this traditional lecture-style content delivery, learning passively consumes information, which can lead to boredom

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and mental detachment from the classroom. Without interactive elements, students may struggle to stay motivated and may not fully grasp the material. The lack of interactivity in online learning environments is a common challenge that can significantly impact the effectiveness of the learning experience. Interactivity refers to the degree of engagement, collaboration, and active participation that learners have with the course content, instructors, and their peers.

Addressing these challenges requires ongoing efforts to enhance the design, accessibility, and support structures within online learning environments. Solutions may involve a combination of technological improvements, pedagogical innovation, and support services to create a more inclusive and effective online learning experience.

3. Interactive Psychology

3.1. Brief Overview of Interactive Psychology

Interactive psychology is a multidisciplinary field that draws on principles from psychology, cognitive science, design, and technology to understand and optimize human interaction within digital and interactive environments. Researchers and practitioners in this field aim to improve the design and usability of interactive systems to enhance user experience and facilitate positive outcomes in various domains, including education, entertainment, and healthcare.

3.2. The Relationship between Interactive Psychology and Online Learning

Norman's Interactive Psychology Hierarchy provides a valuable framework for understanding and improving interactions between faculty and students in online teaching, particularly in the context of humanities education. This hierarchy, proposed by Donald Norman, identifies three levels of processing: visceral, behavioral, and reflective [6]. Incorporating this framework into online teaching can enhance the overall learning environment in several key ways.

3.2.1. Visceral Level

Online learning platforms need to be sensoryly appealing. Online courses should be designed to be visually appealing and user-friendly. Use multimedia elements, aesthetics, and layout to create a positive first impression, which can capture students' attention and interest.

At the same time, online learning platforms should strengthen students' emotional participation. Incorporate elements that evoke positive emotions and connect with students on a personal level. Cultivate excitement and curiosity about humanities content through visually engaging materials.

Online learning platforms often incorporate principles of interactive psychology to enhance user experience. This includes designing user interfaces, feedback mechanisms, and instructional strategies that align with cognitive processes, attention spans, and memory retention, all of which fall under the purview of interactive psychology. The platform should respect the individual differences of students and provide different personalized learning experiences. Interactive psychology in the context of online learning focuses on understanding how individuals engage with digital content, respond to stimuli, and learn in a personalized way. Therefore, the platform can develop personalized learning and plans based on big data feedback to meet the needs of different students.

3.2.2. Behavioral Level

Online learning platforms should focus on interactivity and participation. Promote students' active participation in the classroom through interactive elements such as collaborative projects and multimedia content. Through online features, students are encouraged to actively participate in the material and share their perspectives.

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In addition, the online learning platform should emphasize the availability and convenience of online learning resources to ensure that the online platform is intuitive to navigate. Platforms need to streamline the process of accessing course materials, submitting assignments, and participating in discussions to reduce cognitive load and enhance the learning experience.

3.2.3. Reflective Level

Online learning should also focus on cultivating students' critical thinking and reflective skills. Learning activities can be designed to prompt students to critically reflect on the content of the humanities. At the same time, teachers should encourage students to engage in thoughtful analysis, discussion, and written reflection in the classroom to deepen their understanding and develop higher-order thinking skills.

Platforms and teachers should provide learning assessments and feedback to students. For example, providing timely and constructive feedback on student work. Create opportunities for students to reflect on their progress, identify areas for improvement, and set goals for future learning. The design of effective feedback and evaluation mechanisms in online learning draws on the principles of interactive psychology. Providing timely and constructive feedback is consistent with psychological theories related to reinforcement and motivation, in foster care.

4. Use Interaction Psychology to Enhance Online Humanistic Learning Environments

The psychological intricacies in online humanities learning environments encompass a spectrum of factors influencing the cognitive and emotional experiences of both students and teachers. For students, these intricacies involve attention spans, motivation, and the emotional impact of the virtual learning environment. The design should consider elements such as interface aesthetics, usability, and feedback mechanisms to keep students engaged and motivated.

On the teacher's side, the intricacies involve effective communication, providing clear instructions, and fostering a sense of presence in the digital space. Teachers must navigate the challenge of establishing a connection with students without physical presence, emphasizing the importance of well-designed communication tools and platforms.

Norman's psychology of interaction becomes particularly relevant in understanding how design choices influence users' mental models and expectations. Applying this framework to online humanities learning, it becomes crucial to create interfaces that align with users' expectations, minimizing cognitive load and promoting intuitive navigation.

Addressing these psychological intricacies requires a holistic approach, integrating principles of cognitive psychology, motivation theory, and human-computer interaction. By doing so, online humanities learning environments can be tailored to align with the natural cognitive processes and emotional needs of both students and teachers, fostering a more effective and enjoyable educational experience.

4.1. Improvement from Teacher's Perspective

However, it is known that most of the teachers integrate technology to provide content digitally, instead of using them to enhance learner-centered approaches. In this light, Welliver's instructional transformation model can be introduced [7]. This model describes the stages that reflect the level of technology integration among teachers. The five stages are familiarization, utilization, integration, reorientation, and evolution. The paper attempts to integrate the psychology of interaction with these five stages to find ways to help teachers understand the use of mobile online teaching devices.

Educators actively engage in workshops, exploring both the cognitive benefits of educational software and placing a simultaneous emphasis on the behavioral advantages of integrating technology.

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In this collaborative environment, students not only participate in the decision-making process by selecting tools that resonate with their unique learning preferences but also work collectively on crafting digital presentations enriched with multimedia elements. This dual focus fosters not just a sense of community but also instills a collective ownership mindset in reshaping the educational experience. Importantly, this collaborative model establishes a continuous feedback loop that is finely tuned to individual needs, further enhancing the overall learning journey.

4.2. Improvement from Student's Perspective

Implementing personalized feedback mechanisms, grounded in interaction psychology principles, can significantly elevate the learning experience. By offering timely and tailored feedback, a sense of individualized support is cultivated, fostering student motivation and facilitating continuous improvement.

A learner-centered approach is further enriched through the incorporation of discussion forums and collaboration tools. These platforms not only provide avenues for social interaction but also empower students to engage with peers, share ideas, and actively contribute to a vibrant learning community [8].

Adding a human touch to online learning, real-time virtual sessions play a pivotal role. Whether facilitating discussions, hosting Q&A sessions, or featuring guest lectures, these live interactions align with the principles of interaction psychology. Recognizing the value of synchronous engagement, they contribute to creating a dynamic and responsive online learning environment [9].

4.3. Pay Attention to the Interactive Teaching of Teachers and Students

To enhance the online learning experience, it's crucial to actively promote social presence among teachers and students [10]. Encouraging educators to establish a visible online presence, perhaps through virtual meetings or webinars, creates opportunities for face-to-face interactions, fostering more personal connections and a sense of community.

Additionally, the strategic use of synchronous interactions is key. By scheduling real-time virtual meetings for lectures, discussions, or Q&A sessions, it can replicate the dynamic classroom experience in the digital realm. This not only facilitates immediate clarification of questions but also contributes to a more engaging and interactive learning environment.

Moreover, leveraging the anytime, anywhere availability of multimedia, it's beneficial to create decentralized distributed collaborative communication platforms. These platforms, similar to the ones mentioned earlier, empower students to collaborate on projects, share ideas, and work together on assignments. In this model, the instructor assumes the role of a leader and organizer, promoting a sense of community through group discussions and collaborative tasks that encourage meaningful student interaction.

5. Conclusion

The essay underscores the critical role of interactive psychology in shaping online humanities learning environments. By meticulously examining both student and teacher perspectives, the analysis highlights the nuanced dynamics at play in digital education. Leveraging Norman's psychology of interaction as a guiding framework, the essay advocates for a thoughtful and learner-centric design approach. Ultimately, recognizing and addressing the psychological intricacies of online interaction can lead to more effective, engaging, and enriching learning experiences for both students and educators in the realm of humanities education.

The study undertakes a nuanced examination of the interplay between digital interaction and human psychology, seeking to unravel how interaction psychology can be strategically employed to

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augment the humanistic value of online education. From the perspective of educators, the research ventures into the realm of leveraging interaction psychology to establish profound connections with students in the virtual realm. This involves tailoring instructional design and communication strategies based on interaction psychology insights, fostering a more personalized and empathetic online learning experience that transcends the physical boundaries of traditional classrooms.

Shifting the focus to students, the paper explores how an understanding of interaction psychology can significantly enhance motivation, satisfaction, and overall learning outcomes. By scrutinizing factors such as user interface design and collaborative tools, educators are empowered to create online environments that resonate with the diverse needs and preferences of students. The aim of this paper is not only to deliver academic content but also to cultivate a sense of connection, empathy, and genuine human interaction in the digital educational landscape.

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