

Development of Task-driven Instructional Model to Enhance Problem-Solving Skills of Undergraduate Students

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อประเมินปัจจัยที่ส่งผลกระทบต่อทักษะการแก้ปัญหาของนักศึกษาปริญญาตรี ข้อมูลการวิจัยเก็บจากประชากรจำนวน 150 คนที่ลงทะเบียนเรียนในรายวิชาจิตวิทยาการศึกษาและผู้สอน 3 คน จาก Nanning Normal University ในภาคการศึกษาต้น ปีการศึกษา 2566 เครื่องมือในการวิจัยครั้งนี้ใช้ คือ แบบสอบถามสำหรับนักศึกษาและแบบสัมภาษณ์สำหรับอาจารย์ วิเคราะห์ข้อมูลเชิงปริมาณใช้ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ส่วนข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า ปัจจัยภายในและภายนอกที่ส่งผลกระทบต่อทักษะการแก้ปัญหาจากกลุ่มของนักศึกษาจากมหาวิทยาลัยในจีนในระดับที่สูง สำหรับการสัมภาษณ์อาจารย์ ผู้วิจัยพบว่าปัจจัยภายในที่อาจารย์ระบุ ได้แก่ ความรู้ของผู้สอน และเจตคติ ส่วนปัจจัยภายนอกที่อาจารย์ระบุ ได้แก่ สื่ออุปกรณ์และแหล่งเรียนรู้ วิธีการสอนและการประเมินการเรียนรู้

คำสำคัญ: การจัดการเรียนรู้โดยใช้ภาระงานเป็นส่วนขับเคลื่อน ทักษะการแก้ปัญหา นักศึกษาปริญญาตรี

Abstract

The purpose of this research aimed to examine the factors affecting problem-solving skills of undergraduate students. The data collected from the group of 150 students who enrolled in Educational Psychology Course and 3 lecturers at Nanning Normal University in semester 1 academic year 2023. The research instruments were the questionnaire form for students and interview protocol for lecturers. The data were statistically analyzed by finding frequency, mean and Standard Deviation (SD.) in quantitative data and used content analysis in qualitative data. The result revealed that the internal and external factors affecting from group of students are found to be at a high level. For the finding from interview lecturers, they identified the internal factors that the development of students' problem-solving skill, the most affecting factors are:

Lecturers knowledges and Attitude. For the external factors, the most affecting factors are: 1) Material; 2) Teaching Methods and 3) Evaluation.

Keywords: Task-driven Instructional Model, problem-solving skill, Undergraduate Students

Background

Educational Psychology Course is a professional compulsory course for normal students, it provides students as a teacher occupation needs the basic knowledge of psychology. The teaching purpose of Educational Psychology course includes helping students to systematically master the basic knowledge, basic theories, and skills of educational psychology, so that students can learn to analyze and solve specific problems from the perspective of psychology in their study, life, and future educational practice, and improve the teaching effect. In a word, the main teaching purpose of educational psychology is to guide students to master the basic theories of educational psychology and cultivate students' ability to use the principles of educational psychology to solve problems in educational practice. The Problem-Solving skills plays an important role in students' learning. (Nanning Normal University, 2021)

Problem-solving skills refers to students' skills to analyze objective problems and propose solutions by using ideas, rules, certain procedures, and methods. (The 2003 PISA Framework: Knowledge and Skills in Math, Reading, Science, and Problem Solving) guide defines problem solving as: It is an individual's ability to use cognitive processes to confront and solve problems in a real, interdisciplinary context, where the solutions are not immediately obvious and where the knowledge and skills that may be used are not limited to a single area such as math, science, or reading. Dewey (1910) believed that problem solving is a step-by-step, multi-stage process, and proposed a five-step model for problem solving: (1) encounter difficulties; (2) The difficulty in defining; (3) Proposed answers to questions I - propose hypotheses; (4) Deductive reasoning to the conclusion of the solution; (5) Verify the hypothesis.

Problem solving skills is the basic requirement for talents in the 21st century. Due to the limitation of traditional teaching mode and the lack of teaching experience in problem solving ability training, the problem-solving ability of Chinese college students needs to be improved. Zhang, Yan, Xu, and Liu (2019) pointed out that in the training process of teaching problem-solving skills in higher education, there is a

disconnect between theory and practice. Zhang (2013) believes that college graduates should have the key ability to solve problems, because it is one of the basic standards for selecting talents in modern society, and it is one of the key abilities that college graduates should have, but the current problem-solving skills of college students is weak. Gu (2014) believes that there is a relationship between students' problem-solving skills and students' humanistic literacy and professional ability, and efforts should be made to improve students' problem-solving skills in view of the current situation of weak problem-solving skills.

Therefore, the researcher studied the method to enhance students' problem-solving skills and found that task-driven teaching instructional is a "task-oriented, teacher-oriented and student-oriented" inquiry learning method, which enables students to complete the course learning according to the task and acquire knowledge and ability. Foreign research on task-driven teaching is relatively early. The educational thought of task-driven teaching model can be traced back to Socrates' midwife technique and John Dewey's educational concept of "learning by doing" by constantly setting questions to inspire students' thinking, students can master knowledge. Task-driven teaching has attracted wide attention at home and abroad. Theoretical research methods comb out the value, definition, steps, and implementation of tasks. In terms of practical application, task-driven teaching mainly focuses on linguistics, physical education, computer, and other subjects, and has achieved good results so far that it is constantly introduced into the teaching of other subjects. (Zhao, Jia and Cheng, 2011)

In terms of research on task-driven teaching. Chen (2019) believes that the tasks of task-driven teaching model are designed around determined learning objectives, which should be based on subject characteristics and consider students' cognitive characteristics and acceptance ability. Wang, Hu, and He (2010) proposes that learning, exploration, communication, cooperation, and evaluation should be included in task design. Therefore, the design of tasks should be situational, hierarchical, and open, to give full play to students' independent initiative and let students learn in tasks. In the teaching process, tasks should be carried out to make students feel interesting, maneuverable, and practical. Zou (2019) believes that under this teaching model, students will gradually gain a sense of self-achievement in the process of completing tasks, enhance their confidence in learning, and enter the next task with strong learning

motivation, gradually forming a virtuous circle of active classroom learning. Gao (2006) believes that under specific learning tasks, students can choose a variety of methods, find ideas for problem solving, and solve problems efficiently through independent or group cooperation, thus contributing to the development of students' abilities. Therefore, task-driven teaching promotes the cultivation of students' problem-solving skills both in terms of theory and discourse source and practical application.

As the rationale shown above, the author realizes the importance of studying “Development of task-driven instructional model to enhance problem-solving skills of undergraduate students”.

Research Questions

What are the factors affecting problem-solving skills of undergraduate students?

Objectives of the Study

This objective of this study was to examine the factors affecting problem-solving skills of undergraduate students..

Definition of Terms

The factors affecting problem-solving skills of undergraduate students refers to the questionnaire for students who studied Educational Psychology Course semester 1 in Academic year 2022 in Nanning Normal University about 2 factors: the internal and external factors. The internal factors refer to the information about students while external factors consist of information, and the interview form for the lecturers who teach Educational Psychology course in Nanning Normal University. In addition, the factors will be obtained by structured interviews with the lecturers.

Task-driven instructional model refers to a kind of teaching method that can be well applied to experimental, practical, and operable teaching content. Its meaning is based on interesting situations that can stimulate students' learning motivation and curiosity, and the task closely combined with teaching content is the carrier. A method of teaching that enables learners to acquire knowledge and skills in the process of completing a specific task four steps as Step 1: Task design, Step 2: Context Creation Step, 3: Task implementation, Step 4: Achievement

Problem-solving skills refers to students' skills to analyze objective problems and propose solutions by using ideas, rules, certain procedures, and methods.

Research Methodology

This research used Mixed Method Research aimed to examine the factors affecting Problem-solving skills of undergraduate students. The data collected from the group of students and lecturers. The details were shown as follow.

Data from students

Population

Group 1: 150 former Undergraduate students' year 1 of Educational Psychology course, semester 1 on academic year 2022 in Nanning Normal University.

50 students, Preschool Education.

50 students, Special Education

50 students, Pedagogy

Research instrument

The questionnaire for students

Designing instrument

1. Study factors for enhancing problem-solving skills for the Undergraduate students at Nanning Normal University.

2. Design a questionnaire on 2 factors for students: internal factors 15 items and external factors 15 items to enhance problem-solving skills for Undergraduate students at Nanning Normal University.

3. To present the draft of questionnaire to the advisors for checking correctness and completion.

4. To present the draft of questionnaire on factors for enhancing Problem-Solving skills for the Undergraduate students at Nanning Normal University to 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

5. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Score rating criteria

5 means strongly agree.

4 means agree.

3 means neutral.

2 means disagree.

1 means strongly disagree.

The factors affecting problem-solving skills obtained from the students are interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest.

3.51-4.50 means high.

2.51-3.50 means moderate.

1.51-2.50 means few.

1.00-1.50 means the fewest.

Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive statistics, frequency, mean (μ) standard deviation (σ)

Data from lectures

Group 2: 3 lecturers who teach Educational Psychology course in Nanning Normal University.

Research instrument

The interview for the lecturers

Designing instrument 2

1. Study literature on problem-solving skills improve of problem-solving skills factors affecting.

2. Design the draft of open-ended interview in 10 questions for lecturers both internal factors and internal factors to enhance problem-solving skills for Undergraduate students at Nanning Normal University

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting problem-solving skills for the students at Nanning Normal University by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri,2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Results

This section presents analysis results serving objective –To examine the factors affecting problem-solving skills of undergraduate students. using table and description

in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

The amount students of Major

50 students, Preschool Education

50 students, Special Education

50 students, Pedagogy

Table 1: Common data of the respondent in overall (N-150)

Data	Frequency	Percentage
Gender		
A. Male	23	15.3
B. Female	127	84.7
Total	150	100
A. below 17 yrs.	0	0
B. 17-20 yrs.	33	22
C. 21-23 yrs.	103	68.7
D. over 23 yrs.	14	9.3
Total	150	100

From Table 1, the common data of the respondent in overall shows that about twenty-three of the respondents are male, representing 15.3 % of the total participants. The female are one hundred and twenty-seven, respondents make up 84.7% of the total. The age distribution is relatively concentrated, 21-23 years old is the most common, 68.7% of the respondents belong to this category.

Table 2: Interviewee - University Structure (N-150)

Major	Frequency	Percentage
A. Preschool Education	50	33.33
B. Special Education	50	33.33
C. Pedagogy	50	33.33
Total	150	100

The objects of the survey are from three majors in Nanning Normal University in Guangxi province, namely Preschool Education, Special Education and Pedagogy. There are 50 students in each major, accounting for 33.33%.

Table 3: The result of questionnaire from students in overview

Factors	μ	σ	Interpretation	Ranking within All Factors
Internal Factor				
1. Students are very interested in Educational Psychology course.	4.00	0.76	High	14
2. Students believe that the good technique in teaching to improve problem-solving skills in Educational Psychology course.	4.29	0.68	High	3
3. Students believe that materials and learning resources to improve problem-solving skills in Educational Psychology course.	4.29	0.67	High	12
4. Students consider educational psychology courses to be important for their future personal growth and development.	4.45	0.57	High	1
5. Students believe that students can improve their problem-solving skills by completing various tasks assigned by lecturers in the learning process.	4.13	0.70	High	10
6. Students believe that in the course of educational psychology, they can master the skills to solve problems by solving tasks.	4.11	0.69	High	11
7. Students believe that they can improve their problem-solving skills through task-driven model.	4.21	0.74	High	5

Table 3: The result of questionnaire from students in overview (Continue)

Factors	μ	σ	Interpretation	Ranking within All Factors
8. Students believe that teachers should assign homework or tasks to help them consolidate what they have learned.	3.85	0.89	High	15
9. Students have new ideas based on their responses to learning about problem-solving skills in Educational Psychology course.	4.21	0.63	High	7
10. Students believe that the study of educational psychology can improve students' problem-solving skills.	4.14	0.74	High	9
11. Students can develop their sense of accomplishment and pride through different activities in Educational Psychology course.	4.25	0.70	High	4
12. Students believe that group cooperation and good teacher-student interaction in class are conducive to the improvement of their learning efficiency.	4.21	0.84	High	6
13. Students believe that students' independent extracurricular learning activities are very important to improve learning efficiency.	4.20	0.77	High	8
14. Students believe that task-driven mode can stimulate their learning interest in educational psychology courses.	4.08	0.75	High	13
15. Students believe that a combination of summative evaluation and process evaluation should be adopted in the evaluation of students' learning outcomes in educational psychology courses.	4.41	0.72	High	2
Total Average	4.24	0.44		

Table 3: The result of questionnaire from students in overview (Continue)

Factors	μ	σ	Interpretation	Ranking within All Factors
External Factor				
1. The lecturers use modern teaching methods Educational Psychology course (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration.) to stimulate students' interest in problem-solving skills.	4.17	0.83	High	14
2. The lecturers combine traditional classroom evaluation methods with various modern intelligent online evaluation systems can improve students' learning enthusiasm.	4.29	0.72	High	8
3. The lecturers can guide students to realize that the learning of Educational Psychology course and problem-solving skills has a positive impact on their future development.	4.35	0.67	High	5
4. The lecturers pay more attention to students' ability to apply problem-solving skills and its impact in Educational Psychology course.	4.23	0.75	High	11
5. The lecturers choose appropriate teaching methods according to the characteristics of Educational Psychology course and the tasks and goals of problem-solving skills.	4.36	0.67	High	2
6. The task-driven model can affect students' interest in Educational Psychology course.	4.29	0.70	High	9
7. The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their problem-solving skills.	4.28	0.68	High	10

Table 3: The result of questionnaire from students in overview (Continue)

Factors	μ	σ	Interpretation	Ranking within All Factors
8. The selection of appropriate teaching materials and emerging teaching resources by lecturers can help students improve their problem-solving skills.	4.22	0.73	High	12
9. The textbook fully considers the content and objectives of Educational Psychology courses and problem-solving skills training.	4.14	0.67	High	15
10. Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	4.31	0.69	High	6
11. The lecturers create problem scenarios and put forward task requirements, which is conducive to the development of students' problem-solving skills.	4.30	0.68	High	7
12. The lecturers provide sufficient learning materials and a comfortable environment to help students improve their problem-solving skills.	4.35	0.70	High	4
13. The lecturers combine the teaching method he teaches objectives, the knowledge and problem-solving in Educational Psychology course to enhance undergraduate students' problem-solving skills.	4.36	0.69	High	3

Table 3: The result of questionnaire from students in overview (Continue)

Factors	μ	σ	Interpretation	Ranking within All Factors
14. Provides a teaching mode with a stable high-speed network anytime, anywhere on campus as a teaching guarantee, and supports task-driven model to enhance undergraduate students' problem-solving skills.	4.21	0.78	High	13
15. Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	4.47	0.64	High	1
Total Average	4.35	0.47		

Table 3 indicates that internal factors affecting the Problem-Solving skills are found to be at a high level overall ($\mu = 4.24$). Considering each item individually, it was found that **No.4** (Students consider educational psychology courses to be important for their future personal growth and development.) have the highest mean ($\mu = 4.45$), followed by **No.15** (Students believe that a combination of summative evaluation and process evaluation should be adopted in the evaluation of students' learning outcomes in educational psychology courses.) ($\mu = 4.41$), and the lowest mean is **No.8** (Students believe that teachers should assign homework or tasks to help them consolidate what they have learned.) ($\mu = 3.85$).

For external factors affecting Problem-Solving skills, the overall level is found to be high level ($\mu = 4.35$). Considering each item individually, it was found that **No.15** (Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.) has the highest mean ($\mu = 4.47$), followed by **No.5** (The lecturers choose appropriate teaching methods according to the characteristics of Educational Psychology course and the tasks and goals of problem-solving skills.) ($\mu = 4.36$), and the lowest mean is **No.9** (The textbook fully considers the content and objectives of Educational Psychology courses and problem-solving skills training.) ($\mu = 4.14$).

The Lecturers Interview analysis results

The amount of lecturers from three major of Nanning Normal University. 1 lecturer, major in Preschool Education. 1 lecturer, major in Special Education. 1 lecturer, major in Pedagogy.

Table 4: Common data of the respondent from three major of Nanning Normal University.

Data	Frequency	Percentage
Gender		
A. Male	1	33.3
B. Female	2	66.7
Total	3	100
Professional Title		
A. Professor	0	0
B. Associate Professor	0	0
C. Assistant Professor	0	0
D. Lecturer	3	100
Total	3	100
Experience of teaching		
A. below 3 yrs.	0	0
B. 3-6 yrs.	0	0
C. 7- 9 yrs.	0	0
D. over 9 yrs.	3	100
Total	3	100
Age		
A. below 25 yrs.	0	0
B. 25-35 yrs.	0	0
C. 36-50 yrs.	3	100
D. over 50 yrs.	0	0
Total	3	100

From table 4.10, the common data of the lecturers shows that the most common gender is Female, representing 66.7% of the respondents, while male lecturers make up 33.3% of the sample.

After interviews with three lecturers, the factors that affect the Chinese culture English reading ability of college students are summarized as follows:

Internal factors

Lecturers knowledges: The three lecturers have more 9 years to teach students and agreed that: First, in the teaching of Educational Psychology, it is very important to stimulate students' interest in school, and teachers should consciously cultivate students' problem-solving skills through classroom teaching; Secondly, based on the teaching content of the course, based on knowledge learning, attaching importance to the combination of theory and practice, cultivating students' independent learning and cooperative learning; Third, guide students to use the knowledge of educational psychology learned in the course to solve specific problems in education and teaching practice, and cultivate students' skills to analyze and solve problems.

Attitude: The three lecturers have positive attitude to teach the learning process of Educational Psychology Course , students' learning attitude has a great influence on the learning result. The three lecturers said that Educational Psychology is a highly theoretical subject, and students' enthusiasm for learning is not high, so teachers need to guide students to realize the importance of the course and stimulate their interest in learning through effective ways in the course. The two lecturers said that discussions, role playing and classroom games will be used to stimulate students' interest in learning. The one lecturer said that reinforcement mechanisms can be adopted to stimulate students' interest in learning, such as bonus points for answering questions.

External factor

Materials: The three lecturers all believe that materials are an important factor in teaching, teachers should carefully choose the materials, and the specific content of the materials should be effectively screened. At the same time, the three lecturers all believe that the content of Educational Psychology textbooks is too much, and it is necessary to make choices according to the specific development of students in teaching. A lecturer believes that paper textbooks are very important, but teaching cases and other psychology materials from the network can be selected as teaching supplements according to teaching needs, and various teaching resources can be fully utilized to serve the task-driven teaching mode in Educational Psychology courses.

Teaching methods: Teaching methods are specific teaching strategies and methods used in the teaching process. The three lecturers agree that adopting effective teaching methods and strategies can stimulate the enthusiasm of students to participate in

the learning of Educational Psychology courses. In the teaching process, the three lecturers respectively adopted different teaching strategies: The one lecturer adopted the method of teaching combined with students' self-study, emphasized students' independent problem solving in the learning process, and carried out teaching through group mutual evaluation, and achieved good results. The one lecturer adopted the method of case analysis and group discussion, which she believed would help students understand various theoretical knowledge and improve their ability to solve problems with knowledge. And other lecturer asked students to participate in the course practice through problems, discussion, and analysis, combined with case teaching and situational teaching, so as to better use the knowledge of Educational Psychology to solve problems in daily life. The three lecturers all believed that students should be involved in the classroom in the course of Educational Psychology. In the process of creating scenarios, assigning tasks, working in groups and seeking answers, students' interest in learning can be stimulated, school effect can be improved and students' problem-solving skills can be developed. The two lecturers believe that task-driven teaching mode will allow students to have a clear learning purpose, to study with problems, to study with tasks, and the effect is better. By publishing cases and tasks in class, using the form of group cooperation to analyze and present. A lecturer said that she had heard of the task-driven teaching model and thought it was a good method, and she was trying to use it. In the course of Educational Psychology, the three lecturers all emphasize knowledge learning and the skills to solve problems with knowledge, and require students to develop their problem-solving skills through case analysis and scenario simulation in the course. The two lecturers emphasized cooperative learning and stimulated students' participation in the class through class debates, group discussions, role playing, etc.

Evaluation: All lecturers believe that teaching evaluation is of great help to comprehensively understand the teaching effect and improve the teaching mode. A lecturer evaluates students by asking questions in class and taking final exams, and by combining student self-evaluation with teacher evaluation. A lecturer evaluates students by means of class discussion and homework, publishes exercises after class using an APP, evaluates students in time and gives feedback, which is conducive to understanding students' mastery of each knowledge point and problem-solving ability. A lecturer uses observation and test methods to assess. The evaluation methods of the three lecturers can effectively evaluate the students' mastery of theoretical knowledge of Educational Psychology and the development of problem-solving skills. They try to stimulate students' learning enthusiasm by diversifying evaluation methods and comprehensively test students' learning situation.

Conclusions and Discussions

The finding from questionnaire showed that the internal and external factors affecting problem solving skills from group of students at Nanning Normal University are found to be at a high level. Considering each item individually, it was found that **No.4** (Students consider educational psychology courses to be important for their future personal growth and development.) have the highest mean ($\mu = 4.45$), followed by **No.15** (Students believe that a combination of summative evaluation and process evaluation should be adopted in the evaluation of students' learning outcomes in educational psychology courses.) ($\mu = 4.41$), and the lowest mean is **No.8** (Students believe that teachers should assign homework or tasks to help them consolidate what they have learned.) ($\mu = 3.85$).

For external factors affecting Problem-Solving skills, Considering each item individually, it was found that **No.15** (Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.) has the highest mean ($\mu = 4.47$), followed by **No.5** (The lecturers choose appropriate teaching methods according to the characteristics of Educational Psychology course and the tasks and goals of problem-solving skills.) ($\mu = 4.36$), and the lowest mean is **No.9** (The textbook fully considers the content and objectives of Educational Psychology courses and problem-solving skills training.) ($\mu = 4.14$).

For the finding from interview lecturers, they identified the internal factors that Lecturers knowledges and Attitude. For the external factors, the most affecting factors are: 1) Materials 2) Teaching methods and 3) Evaluation. That is why despite the rising and falling of different theories and methods. Zou (2019) believes that under this teaching model, students will gradually gain a sense of self-achievement in the process of completing tasks, enhance their confidence in learning, and enter the next task with strong learning motivation, gradually forming a virtuous circle of active classroom learning. Through the interview analysis of lecturers, it is found that among the factors affecting undergraduate students' problem-solving skills, students' independent learning, cooperative learning and learning interest are important internal factors, while in task-driven teaching, teachers' active improvement of teaching mode and the use of media to assist teaching are important external factors. Zhang, Yan, Xu, and Liu (2019) pointed out that in the training process of teaching problem-solving skills in higher education, there is a disconnect between theory and practice. At the same time, the choice of teaching mode, appropriate teaching materials and multiple flat style can better mobilize the enthusiasm of students to participate in

Educational Psychology courses, stimulate students to learn Educational Psychology knowledge, apply Educational Psychology knowledge to solve specific problems, and develop students' problem-solving skills.

Recommendations for Further Research

To development of task-driven instructional model to enhance problem-solving skills of undergraduate Students and to study the results of implementing task-driven instructional model to enhance problem-solving skills of undergraduate Students.

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