

## RESEARCH ARTICLE

Contemporary Education and Teaching Research  
2025, Vol. 6 (3)78-83  
DOI: [10.61360/BoniCETR252017870303](https://doi.org/10.61360/BoniCETR252017870303)

# The Use of Drawing Quizzes in Mental Health Education Courses for College Students



Qinfei Du <sup>\*,1</sup>

<sup>1</sup>Geely University of China, China

**Abstract:** As an innovative tool, drawing quizzes play an important role in college students' mental health education. It can deeply expose students' heart and emotional conditions through their drawings, and provide teachers with a visual basis for assessing students' mental health. This article provides several strategies for the application of drawing tests in college students' mental health education courses, including the enhancement of course content design, hands-on experience, introduction of case studies, establishment of a feedback mechanism, and teacher training and support. These strategies aim to improve the teaching effect of the drawing test, help teachers better use the drawing test for mental health education, and enhance students' self-knowledge and psychological adjustment ability. Through the use of these strategies, students' psychological conditions can be assessed more scientifically, potential problems can be detected and intervened promptly, and students' psychological health and growth can be promoted.

**Keywords:** drawing quizzes, mental health education, teaching strategies, self-perception, psychological adjustment

## 1. Introduction

With the current rapid development of society, college students are facing unprecedented psychological pressure. Academic pressure, interpersonal relationships, future planning and other factors are intertwined, which pose a severe test to the mental health of college students. In this context, the mental health of college students has become the focus of higher education, and it is essential to strengthen mental health education and improve the psychological quality of college students. Traditional mental health education is often based on lectures and lacks interactivity and practicability, making it difficult to meet the diverse psychological needs of college students. Therefore, we urgently need to introduce new educational tools to enrich the content and form of mental health education. As a non-verbal way of expression, the drawing test has unique psychoeducational value, it shows great potential in promoting college students' self-knowledge,

emotional expression and psychological adjustment.

## 2. Theoretical Basis of Drawing Quizzes

### 2.1 Definition and classification of drawing quizzes

Drawing test is a method of psychological assessment and measurement, which is used to understand the psychological phenomena, intellectual condition, psychological function or personality characteristics of the test subjects and to judge the normal or abnormal psychological activities of the test subjects by letting them use pencils, erasers and other tools to draw pictures on white paper, and then analyzing, evaluating and interpreting these pictures according to certain standards. Drawing tests are widely used in clinical psychology, counseling psychology and other fields because of their convenience and simplicity, and because they are independent of language and cultural level. According to the requirements of the test's presentation, content and purpose, drawing tests can be categorized in various ways. Common types of drawing tests include the drawing human test, the

**Corresponding Author:** Qinfei Du  
Geely University of China, China  
Email: [1092992096@qq.com](mailto:1092992096@qq.com)

©The Author(s) 2025. Published by BONI FUTURE DIGITAL PUBLISHING CO.,LIMITED. This is an open access article under the CC BY License(<https://creativecommons.org/licenses/by/4.0/>).

drawing tree test, the room tree person test, etc. Among them, the drawing human test is mainly used to assess the performance of a person. Among them, the human drawing test is mainly used to assess children's intellectual development and personality traits, while the tree drawing test analyzes the personality traits and psychological state of the test takers by analyzing the proportions and positions of the roots, trunks and crowns of trees. In addition, there are other forms of drawing tests that are used for a variety of purposes, such as understanding interpersonal skills, visual-motor functions, and subconscious personality problems. Together, these tests constitute a rich system of drawing tests that provide an important tool for psychological assessment and treatment.

## **2.2 Psychological principles of drawing quizzes**

The psychological principles of the drawing test are based primarily on the internal connection between a person's mental activity and the expression of his or her outer behavior. In psychology, it is believed that an individual's inner world will be expressed through their external behavior, speech, and artistic creation. Painting, as a form of artistic creation, can reflect an individual's emotions, cognition, personality features, as well as subconscious contents and conflicts. Drawing tests make use of this principle to explore the psychological condition and personality traits of individuals by allowing them to draw freely, and by observing and analyzing the content, form, color, and structure of the drawings they created. The strokes, lines, and color choices in the drawing process are the unconscious flow of the individual's inner world, which can reveal deep psychological information and personality traits. Therefore, as a non-verbal psychological assessment tool, drawing quizzes can bypass the limitation of verbal expression and directly touch the individual's heart, which provides psychologists and clinicians with a unique and effective means of psychological assessment and treatment. Through drawing tests, we can gain a deeper understanding of an individual's psychological condition, providing strong support for

the fields of psychological counseling, psychotherapy, and personality research.

## **3. The Value of Drawing Quizzes Applied to College Students' Mental Health Education Course**

### **3.1 Promoting self-awareness**

Drawing quizzes have a unique value in the mental health education course for college students, especially in promoting self-knowledge. By participating in drawing quizzes, college students can express their heartfelt thoughts and feelings through brushes and colors in a relatively free and non-judgmental environment (Cai, 2025). This mode of expression extends beyond the limitations of words, enabling them to access their inner world more directly. In the process of painting, students may discover some emotions, thoughts or conflicts that they had not realized before, and this process of self-discovery helps them to understand themselves more fully and enhance their self-knowledge. The results of the drawing quiz can also be used as a mirror to reflect their personality characteristics, emotional state and potential psychological pressure, thus guiding them to explore their inner world more deeply. Therefore, applying the drawing quiz to college students' mental health education course not only provides students with a novel way of self-knowledge, but also helps to enhance their self-awareness and self-understanding, and provides a solid foundation for their mental health growth and development.

### **3.2 Promoting emotional expression**

Drawing quizzes have significant value in promoting emotional expression in the mental health education course for college students. College students are in their youthful stage, with a wealth of complex emotions, and sometimes it is difficult for them to accurately express their heartfelt feelings in words (He, 2021). Drawing quiz provides a non-verbal channel of emotional expression, allowing students to present their heart's emotions such as happiness, anger, sadness, anxiety and anticipation in a visual form through brushes and

colors. In the process of painting, students can freely express their emotions without worrying about inappropriate words or limitations of expression. This freedom of expression helps them face their emotions more truthfully and promotes the release and integration of emotions. At the same time, through the sharing and discussion of their paintings, students can also enhance their understanding and empathy with each other, and learn to listen to and respect the emotional expressions of others. Therefore, drawing quiz is not only an important tool for emotional expression, but also an important way to promote emotional communication and understanding among college students. It helps to enhance the emotional intelligence of college students, strengthens their emotional expression and interpersonal skills, and provides strong support for their mental health and overall development.

### **3.3 Enhancement of psychological adjustment ability**

Drawing quiz has a unique value in enhancing psychological adjustment ability in the mental health education course for college students. College life is full of challenges and changes, and students often face stresses from academics, interpersonal relationships, future planning and other aspects, so the ability to adapt psychologically is particularly important. As a creative art method, drawing quizzes can guide students to vent their emotions and release pressure through drawing. In the process of drawing, students can transform their heart's anxiety, irritability or uneasiness into colors and lines, so that they can find the comfort and peace of mind in their creation. This emotional transformation and release helps them to better adjust their mindset and enhance their mental toughness. Drawing quizzes can also stimulate students' imagination and creativity, helping them to look at problems from a new perspective and find new ideas for solving them (Kang, 2022). This change in thinking is of great significance for improving psychological adjustment ability and coping with difficulties and challenges in life. Therefore, applying the drawing quiz to the mental health education course for college students

not only helps to enhance the students' mental adjustment ability but also promotes their overall development and provides strong support for their healthy growth.

### **3.4 Enhancing the effectiveness of mental health education course**

The application of drawing quizzes in the mental health education course for college students greatly enhances the effectiveness of the course. Traditional mental health education courses are often based on theoretical lectures, lacking in practicality and interactivity, making it difficult to stimulate students' interest and participation. As an innovative teaching method, drawing quiz combines theory and practice, allowing students to experience and feel the psychological changes in the process of hands-on drawing. Through the drawing quiz, students can understand their psychological condition more directly, discover potential psychological problems, and learn how to adjust and improve under the guidance of teachers (Lin, 2025). This teaching method not only enhances students' self-knowledge and emotional expression but also makes them more actively involved in the mental health education course and improves the teaching effect of the course. The flexibility and diversity of drawing quizzes also provide rich teaching resources for mental health education courses. Teachers can design different themes of drawing quizzes according to the actual situation and needs of students so that the course can be closer to the reality of students' lives and be more focused and effective. Therefore, drawing quizzes is an effective means to enhance the effectiveness of mental health education courses for college students.

## **4. Strategies for the Application of Drawing Quizzes in College Students' Mental Health Education Course**

### **4.1 Designing drawing themes in conjunction with course content**

In the process of combining the drawing quizzes into the college students' mental health education courses, it is a very important strategy to design the theme of the drawings following the course content.

Mental health education courses usually cover a variety of aspects such as emotion management, stress responses, self-knowledge, interpersonal relationships, etc., which can be a source of inspiration for the design of drawing themes (Liu, 2025). Teachers can carefully select or design drawing themes that suit the specific objectives and contents of the course. For example, in the chapter on emotion management, “My Emotional Colors” can be set as the theme, so that students can use different colors to express their current or recent emotional condition; in the discussion of the stress response, “My Stress Scroll” can be used as the theme to encourage students to show their stress through painting (Wang, 2024). When discussing stress response, the theme of “My Stress Scroll” can be used to encourage students to show their coping strategies and heart feelings in the face of stress through drawing. Such a design not only makes the drawing quiz closer to students' life and psychological needs but also stimulates students' interest and participation. Through drawing, students can express their hearts in a non-verbal way, which helps them to know and understand themselves better and is also an effective way to release emotions and stress. The drawing theme designed with the course content can also make the mental health education course more active and interesting, change the traditional teaching mode, and let students learn psychological knowledge and improve their psychological quality in a relaxing and pleasant atmosphere. Therefore, when designing drawing themes, teachers should fully consider the content of the course and the characteristics of the students, and aim to meet the requirements of teaching and learning, but also trigger the resonance of the students, so that the drawing quizzes become a beautiful feature of the mental health education program.

#### **4.2 Organizing drawing workshops to enhance practical experience**

In order to combine the drawing quizzes more effectively into the mental health education courses for college students, it is a practical strategy to

conduct drawing workshops. Drawing workshops can provide a platform for students to experience and practice drawing quizzes, so that they can have a deeper feeling of the role of drawing in psychological expression and adjustment in the process of creating their drawings. In the workshop, teachers can provide professional drawing materials and tools, and guide students to carry out basic drawing skills training. Afterwards, students will be guided to create their drawings around specific mental health themes, such as “My Self-Image”, “My Stress and Response”, etc. During the drawing process, students will be encouraged to draw their own ideas and to express themselves creatively. In the process of creation, students are encouraged to express their ideas and feelings and do not have to focus on either better or worse painting skills. For example, in December 2024, the psychological counseling station of the Art College of Zhengzhou University of Science and Technology carried out a group counseling activity called “Navigating My Way to College”. During the activity, the teacher guided the students to freely create artwork around the theme of college life. At the beginning of the activity, after improving their understanding through warm-up games, the students picked up the brushes in a relaxed atmosphere, some of them depicted their dreams delicately, while others expressed their hearts boldly with colors. Their experiences and feelings are reflected in the paintings, promoting self-exploration and team communication, and providing strong support for the development of mental health. Through this kind of practical experience, students can not only complete their paintings with their own hands but also experience the change of emotions and psychological changes in the creative process (Wang, 2024). This teaching method can enhance students' participation and interest, so that they can learn about mental health and improve their psychological adjustment ability in a relaxed and pleasant atmosphere. At the same time, the workshop format also promotes interaction and communication between teachers and students, creating a more liberal and inclusive learning atmosphere for the mental health education courses.

### **4.3 Combining case studies to enhance the understanding of drawing tests**

In college students' mental health education courses, combining case studies is an effective strategy to enhance the understanding of drawing tests. By selecting typical case studies of paintings, teachers can guide students to further analyze the psychological meanings and emotional expressions based on the paintings, to make students more directly understand the role of painting tests in mental health assessment (Yuwen, 2025). Teachers can show paintings that contain specific psychological characteristics, such as paintings that express anxiety, depression, confidence, cheerfulness and other emotions, and explain in detail how these works reflect the heart world of the painter through lines, colors, structure and other factors. In the process of analysis, teachers can guide students to discuss the relationship between these factors and the state of mental health, and encourage them to try to find similar characteristics in their paintings, to enhance their understanding of their mental conditions. For example, in the group counseling course on the theme of "Climbing the Mountain and Crossing the River", the teacher presented two unique cases. In Case 1, the caseworker drew many ladders to climb over a big mountain, which reflected his positive attitude and self-confidence when facing a new environment. The teacher explained in detail the ladder element in the drawing, which symbolized the caseworker's problem-solving ability and clear thinking, and guided students to discuss the relationship between this confidence and the lines and structures. In Case 2, the caseworker describes himself as climbing a ladder halfway up a mountain, aiming straight for the top of the pavilion. The teacher analyzes the symbolism of the mountains and rivers in the painting and encourages students to look for similar features in their paintings, such as a strong step or a clear goal, to enhance their understanding of the mental condition of self-perseverance and progress. By combining the case study, students not only learn the basic principles and methods of the Painting Quiz, but also combine the theoretical

knowledge with practical practice and improve their ability to use the Painting Quiz for self-exploration and psychological adjustment.

### **4.4 Establishment of a feedback model for drawing quizzes to improve teaching and learning**

Through the drawing quiz, students can express their heart and emotional condition in a non-verbal way, but the effectiveness of the quiz depends on the following feedback and guidance. Therefore, teachers should set up an effective feedback model to analyze and interpret students' drawings in a meticulous and timely way, pointing out the advantages and potential problems (Zhang & Li, 2023). At the same time, teachers should encourage students to actively participate in the feedback process and share their creative thoughts and feelings, so that teachers can more accurately understand the students' psychological condition. Through two-way feedback exchanges, teachers can adjust their teaching content and methods according to students' specific conditions and provide more individually adapted mental health education services. The establishment of this feedback mechanism not only helps to improve the teaching effect of drawing quizzes, but also enhances students' awareness of themselves and their ability of psychological adjustment.

### **4.5 Teacher training and support strategies**

Teacher training and support strategies are essential for the effective application of drawing quizzes in college students' mental health education courses. In order to ensure that teachers can proficiently master the theoretical and practical skills of drawing quizzes, professional training should be organized regularly, covering the basic principles of drawing quizzes, methods of operation, interpretation skills and other aspects. At the same time, a continuous support program should be set up to provide teachers with the necessary resources and guidance to help them flexibly use drawing quizzes in actual teaching. In addition, communication and cooperation among teachers are encouraged to share teaching experiences and cases, and discuss the innovative application of drawing quizzes in teaching. Through the practice of teacher training and support

strategies, teachers' professionalism can be improved, and their confidence and ability to use drawing quizzes for mental health education can be improved, to better use in the mental health development of college students.

### Conclusion

The use of the drawing quiz in the college students' mental health education courses has a significant use. It not only provides students with a creative, non-verbal way of expression, helping them to show their heart and emotional condition more obviously, but also provides teachers with a window to deeply understand students' psychological health conditions. Through the study of drawing quizzes, teachers can assess students' psychological status more precisely, recognize potential psychological problems in a timely and take appropriate intervention measures. Drawing quizzes have enriched the teaching methods of mental health education and improved relevant and effective teaching. In the future, with the deepening of the research on drawing quizzes, this approach will provide more support for college mental health education, developing a more effective education system, as well as providing support for college students' mental health growth and helping them develop comprehensively.

### Conflict of Interest

The author declares that she has no conflicts of interest to this work.

### References

- Cai, J. (2025). Reflections on the application of expressive arts therapy in college mental health education. *Hubei Open Vocational College Journal*, 38(2), 50-53.
- He, Y. (2021). Exploring the application of drawing psychological analysis in college students' self-awareness classroom teaching. *Education Observation*, 10(18), 132-134.
- Kang, S. J. (2022). The application of drawing art therapy in college mental health education. *Art Education*, 2022(3), 65-68.
- Lin, W. (2024). The current situation of college students' mental health and educational strategies. *Science Consulting (Science & Management)*, 2024(12), 98-101.
- Liu, D. X. (2025). The positive impact of music art education on college students' mental health. *Higher Education Development and Evaluation*, 41(1), 2.
- Wang, L. B. (2024). Innovative research on the application of mandala drawing in college mental health education. *Art Education*, 2024(9), 35-38.
- Yuwen, Y. X. (2025). The impact of college mental health education courses on the psychological state of college students. *Modern Vocational Education*, 2025(5), 173-176.
- Zhang, H., & Li, D. (2023). Exploring the application of drawing psychological techniques in college mental health education courses under the perspective of curriculum ideology and politics. *Science Consulting (Education Research)*, 2023(9), 83-85.

**How to Cite:** Du, Q. (2025). The Use of Drawing Quizzes in Mental Health Education Courses for College Students. *Contemporary Education and Teaching Research*, 06(3), 78-83.  
<https://doi.org/10.61360/BoniCETR252017870303>