Conclusion: Based on the idea of cognitive psychology and the combination of peace and war, this paper expounds that the emergency management system should be divided into peacetime system and wartime system, designs different emergency management mobile edge computing unloading network models and wartime emergency management mobile edge computing unloading network models, and puts forward the optimization strategy of emergency management mobile edge computing unloading based on the combination of emotional computing and edge computing. Finally, the effectiveness of the proposed computational offload optimization strategy is verified by simulation experiments. However, in this study, only the delay element under the edge computing network architecture is considered, but in practical application, the edge computing server and terminal equipment will also be limited by cost and energy consumption. Therefore, in the future research, the cost and energy consumption of the system will be further considered under the current research framework.

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EMOTION REGULATION AND LEARNING SATISFACTION IMPROVEMENT OF UNDERACHIEVERS BASED ON SIX SIGMA DMAIC
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Background: Six Sigma has been applied in manufacturing, service, medical and higher education for more than 20 years. Six Sigma is a structured continuous improvement method based on quantitative data analysis to meet the final needs of users. For schools, the core customers are students. Backward students are a special group of students. Whether they can improve their learning psychological satisfaction is not only the concern of students in the learning process, but also the concern of teachers in the teaching process, but also the key link of school education improvement. However, it is still necessary to further evaluate the implementation effect of Six Sigma in schools and deepen the application of Six Sigma in practice.

Subjects and Methods: This study takes m school in Tianjin as an example. Based on the psychological learning satisfaction model of backward students, six sigma DMAIC method is used to improve the satisfaction of backward students. Firstly, the classical satisfaction model is selected as the basic reference. According to the characteristics of backward students and group characteristics, the psychological learning satisfaction model of backward students is constructed. SPSS22. 0 is used to test the reliability and validity of the questionnaire, amos17. 0 is used for data analysis and model fitting. At the same time, the study used (DASS-21) to conduct a questionnaire survey on the sample. The table was compiled by Ji Jiajun and Lu Jiaomei (Ji Jiajun, 2010). It has 25 questions and is divided into six dimensions, including emotional perception, emotional evaluation, emotional regulation self-efficacy, effective application of emotional strategies, emotional control and emotional regulation reflection. It is presented in the way of self-report of the respondents. For each question, from the six options, please choose one that is in line with your actual situation. From completely inconsistent to fully consistent with the six options, score 1, 2, 3, 4, 5 and 6 respectively. Teachers with high scores have strong emotional regulation ability. On the six dimensions of this questionnaire α The coefficient is tested to obtain the results of each sub dimension α The coefficients were 0.726, 0.668, 0.831, 0.772, 0.637 and 0.629 respectively α The coefficient is 0.881 The purpose of curriculum improvement is to find out the key improvement factors to improve the psychological learning satisfaction of backward students.

Results: This study enriched the practice of Six Sigma DMAIC method in school backward students, and found the key factors to improve the psychological learning satisfaction of backward students through DMAIC method. In the whole process of DMAIC improvement, we found that based on the psychological learning satisfaction model of underachievers, the expectation of underachievers has a greater impact on psychological learning satisfaction. Perceived quality affects psychological learning satisfaction. Self-efficacy not only directly and significantly affects the psychological learning satisfaction of backward students, but also indirectly affects the psychological learning satisfaction of backward students through the intermediary effect of expectation and perceived quality. This study also confirmed the positive effects of perceived quality, expectation and self-efficacy on psychological learning satisfaction. Provide relevant data support for teachers and school administrators to help them better implement DMAIC method. The study also found that there was a negative correlation between learning anxiety and achievement. Similarly, there is a significant negative correlation between anxiety and self-efficacy. State anxiety, trait anxiety and learning anxiety are all positively correlated. The “anxiety” component of personality characteristics plays a great role in the generation of anxiety. The correlation coefficient between LCAS and trait anxiety was 0.408, while the correlation coefficient between LCAS and state anxiety was 0.395. Both reached a significant level (P < 0.01). There was a positive correlation between self-efficacy and achievement. Research shows that anxiety, gender and self-efficacy can be used as comprehensive variables to measure academic achievement.

Conclusion: Taking the psychological learning satisfaction of underachievers as the research result, this study puts forward the transformation strategies to help underachievers improve their psychological learning satisfaction. DMAIC method is suitable for improving the psychological learning satisfaction of backward students from two aspects: the process of educational service and the learning effect of training objects. This paper extends the DMAIC method to schools, confirms the role of DMAIC method in improving the psychological learning satisfaction of backward students, is conducive to the improvement of teachers’ teaching process, and provides a new perspective for other schools to improve the psychological learning satisfaction of backward students.

A STUDY ON PHYSIOLOGICAL AND EMOTIONAL BEHAVIOR CHANGES OF EMOTIONAL INTERACTION IN SERIOUS GAMES
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Background: In recent years, researchers have extensively explored the potential of computer games in the development of educational and entertainment content and services. In order to supplement the
existing demonstrations and create an unforgettable and pleasant learning experience, computer games are used in the current educational practice. They provide educators with the opportunity to reorganize and conceptualize abstract, complex and technical information or knowledge for young students. In order to demonstrate and evaluate how a serious game can promote learning activities in a more constructive and meaningful way, we chose a computer game on waste recycling for user research and investigated the teaching effect of the game. The psychological evaluation of students in serious game education has also become a problem worthy of attention.

Subjects and Methods: When designing this user study, we paid special attention to the relationship between gameplay and player's physiological state, so as to measure his performance. Quantitative and qualitative data were collected during the study. The results show that this game can really help learners understand the important knowledge of waste recycling. The research also shows that physiological signals can be used as an index of players’ psychological state to a certain extent. A further direction is to add other physiological measurements, such as heart rate, during user research. SPSS 22.0 software was used for data statistical analysis. The measurement data were expressed as mean ± standard deviation (x ± s). The statistical method was as follows: descriptive statistics was used for general demographic characteristics, t-test was used for the comparison of the mean of two independent samples, nonparametric Kruskal Wallis test was used for ordered classification data, and regression analysis was used to verify the mediating effect of RS between as and mental health level according to the mediating effect test model. P < 0.05 was statistically significant.

Results: Record the total time spent and scores obtained by each player at each level in the game. The total time spent at the first level is significantly higher at the second and third levels. The results of internal analysis of subjects showed that there were significant differences among the three levels in terms of game time (DF = 2, f = 17.291, P = 0.00 < 0.02). The total score of level 3 is significantly lower in level 1 and level 2. The results of intra subject analysis showed that there were also significant differences among the three levels in terms of scores obtained (DF = 2, f = 154.739, P = 0.00 < 0.02). In addition, we investigated whether there was any correlation between game time and task performance of all players at each level. In the first stage of the game, there is a correlation between the game time and the score. In addition, there is a correlation between the game time and the score of the third level. In this experiment, we collected three types of measurements using the neurosky thinking mode device: raw EEG signals, attention and meditation values. One way ANOVA showed that there were significant differences in the variance and standard deviation of meditation among the three game levels (F(variance meditation) = 4.11, P = 0.02 < 0.05; F(std_mediation) = 3856, P = 0.026 < 0.05). The results showed that there were significant differences in students’ academic performance (P < 0.05). Students with better academic performance had higher anxiety sensitivity; However, students with poor academic performance have better psychological elasticity.

Conclusions: We present our research aimed at investigating how a serious game promotes knowledge transfer. A specific educational scene is embedded in the game, and players are required to play roles and complete well-designed teaching tasks. Subjects were invited to experience the game in order to measure the teaching effect. The results show that playing this game can really help players learn about waste recycling. Players’ game experience can have a positive impact on their performance in terms of game time. Due to the different difficulty, the three game levels have significant differences in game time and score. In addition, there is a direct correlation between game time and game performance, which shows that the teaching effect of learning games increases with the increase of game time. From this, we preliminarily come to the conclusion that academic performance has little impact on the evaluation of students’ learning.

SINGLE BUILDING DESIGN OF NEW CAMPUS OF COLLEGES AND UNIVERSITIES AND ITS INFLUENCE ON ANXIOUS AND DEPRESSED STUDENTS
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Background: As a campus building, the new campus of colleges and universities is more likely to become the representative of educational buildings because of its economic advantages, diversity of design methods, land use and plot ratio. Colleges and universities implement the advanced concepts of modern urban construction and higher education development, implement high starting point planning, and invite well-known experts at home and abroad to design single building schemes to highlight the characteristics of campus culture. The architectural design of the new campus is the main feature of campus modernization. It must be designed before any construction project starts. In order to solve the problem that the evaluation method of single building design scheme in the new campus of colleges and universities does not consider the influence of different financing results. There are still operational difficulties in determining indicators that cannot be measured by architectural style and social benefits. At the same time, the construction of university parks should also help alleviate students' anxiety and depression.

Research Objects and Methods: On the basis of qualitative index evaluation, the utility theory and projection method of multi-attribute decision-making using language variables are introduced. According to the evaluation data of more than 20 provinces and cities in China, the single scheme of new campus construction of colleges and universities is divided into overall target layer, macro target layer and micro target layer. According to the system evaluation index system, the macro objective layer is composed of four objectives: technical feasibility, economic feasibility, construction and environmental impact, as well as social, political and economic significance. The micro target layer is the subdivided macro target layer, as shown in Table 1. It includes 29 quantitative and qualitative indicators. The qualitative index is transformed into interval number, the financing effect is quantified by defining utility function, and the evaluation model of single building design scheme under the influence of different financing effects is established. At the same time, this study uses the emotional Self-evaluation Scale, which is used to evaluate one aspect of self-evaluation - self-confidence.

Results: It is generally believed that self-confidence is a person's feeling of his ability or skills and a subjective evaluation of his ability to effectively cope with various environments. As a self-assessment tool, Pei does not cover as wide a range as some existing scales, such as Rosenberg's self-esteem scale. But it can estimate most problems in the field of self-confidence. The six most frequently mentioned dimensions are used as their subscales; Academic performance, sports, appearance, love relationships, social interactions and conversations with people. In addition to these subscales, there are also some items to evaluate the overall level of self-confidence and the state of mind that may affect the judgment of self-confidence. The selection of items is based on the following four criteria: high