

Original Paper

Based on the Integration of “Internet + Ideology and Politics”, the Practice of Online and Offline Mixed Teaching Mode of Modern Medical Courses in Traditional Chinese Medicine

Majors

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Abstract

The purpose of this paper is to explore how to implement the online and offline mixed teaching mode in the modern medical courses of TCM specialty under the guidance of the concept of “Internet + ideological and political integration”, and to explore its practical experience and remarkable results. With the power of today’s Internet technology, we will organically integrate ideological and political education into the modern medicine course of traditional Chinese medicine, so as to effectively promote the overall cultivation of students’ comprehensive quality, and further enhance the attraction of the course and educational benefits.

Keywords

Internet + ideology and politics, traditional Chinese medicine specialty, mixed online and offline teaching, modern medicine

1. Introduction

With the rapid development of Internet technology, the education model is undergoing a profound change. The Internet not only provides a wide range of educational resources, but also makes distance learning a reality, getting rid of the restrictions of time and place, so that everyone has the opportunity to receive high-quality education. At the same time, the emerging concept of “Internet + ideological and political” integrates ideological and political education into online education to meet the needs (Li & Lang, 2020) of The Times. The value of the concept lies in expanding the coverage of ideological and political education, innovating educational methods, enhancing interactivity, and making education more inclusive and attractive. In the face of the challenges in the teaching of modern medical courses for TCM majors, we can consider adopting a mixed teaching mode of online and offline, making full use of Internet resources to provide diversified learning content, and introducing the concept of “Internet + ideological and political” to strengthen students’ ideological and moral quality and social responsibility (Tan & Zhang, 2020). The educational reform based on the concept of “Internet + ideological and political” has an important impact on improving the quality of education.

Second, the significance and value of the integration of “Internet + Ideological and political”. Medical education is an important driving force for the sustainable development of medical and health services in China. It is an important mission of medical colleges and universities to train medical talents with profound humanistic care and outstanding professional skills. (Kong, 2019) In order to achieve this goal, teachers should combine ideological and political education with medical education, guide students to form a correct world outlook, outlook on life and values while teaching professional knowledge and skills, enhance their sense of identity and love for the sacred profession of doctors, and further enhance their sense of belonging to the profession. The application of the hybrid teaching model combines the two learning styles to achieve the expansion of teaching results. This teaching mode enables students to become active learners, and teachers also play the role of guiding students to learn independently.

Starting from the review of modern medicine course teaching for Chinese medicine majors, this project uses Internet information technology to establish a dynamic assessment model based on the teaching process, realizing real-time feedback and dynamic adjustment of modern medicine teaching process for Chinese medicine majors, giving full play to the promoting role of network resources in course teaching, and exerting a great influence on the physical classroom teaching of modern medicine. It is more conducive for students to absorb and digest knowledge, further promote the application of professional construction and teaching reform, and realize the sharing (Zhou & Zhang, 2017) of high-quality educational resources.

2. Design of Online and Offline Mixed Teaching Mode for Modern Medical Courses of TCM Specialty

2.1 Ideological and Political Pattern of Offline and Online Courses

Take multiple measures at the same time, from mining ideological and political elements, curriculum design to a lesson demonstration to comprehensively promote curriculum ideological and political, to realize the smooth channel of curriculum ideological and political integration into professional teaching, and form the ideological and political pattern of offline and online courses (Figure 1).

(1) Revise the relevant contents of the personnel training plan and teaching plan according to the requirements of the curriculum ideological and political education

To design “curriculum ideological and political” talent training program and teaching program, we should integrate ideological and political elements into the classroom, and implement the fundamental task of cultivating morality and people. On the basis of fully tapping its scientific and humanistic spirit, focusing on strengthening scientific literacy, innovation consciousness, humanistic care, life and health and professional literacy education, we should carefully analyze the learning situation, increase students’ learning fun and emotional identity as much as possible, improve their professional identity and self-confidence, obtain emotional education and humanistic care and enhance professional literacy. Prepare teaching plans with ideological and political elements and make PPT, organically, intentionally and effectively integrate ideological and political elements (ideals and beliefs, value concepts, moral concepts) into classroom teaching. In the teaching process, it is necessary to emphasize: to achieve value guidance in knowledge dissemination, and to condense knowledge in value dissemination (which pays attention to 1. Imparting knowledge and educating people in the same direction; 2. Integration of skills and resources to broaden horizon and thinking; 3. Proper strategies and mechanisms will make learning effective).

(2) Set up the teaching goal of “curriculum ideological and political” and establish the resource base of ideological and political elements;

According to the requirements of majors and curriculum thinking and politics, supplement and modify the professional curriculum standards, set the teaching objectives of “curriculum thinking and politics”, and on this basis, conduct related teaching research to sort out and summarize the curriculum related thinking and politics elements. As for the mining and sorting out of ideological and political elements, the curriculum ideological and political elements of basic medicine mainly include: political (current affairs) accomplishment, personality accomplishment, humanistic spirit, professional accomplishment, moral ethics, scientific research spirit, justice and integrity, social responsibility awareness and legal awareness. On this basis, various courses are sorted out and excavated. How to excavate the ideological and political elements in the curriculum and how to integrate these elements into the teaching process of each course organically also puts forward higher requirements for the comprehensive quality of teachers of specialized courses.

(3) Build a demonstration course of “curriculum thinking and politics”, so that every teacher can

consciously become a true practitioner of “three full education”;

Teachers are the key to the reform and implementation of “curriculum thinking and politics”. “Teachers are the core in the core of education and teaching, and they are the practitioners and promoters who give full play to the function of ideological and political education in each course”. It is especially important to set up one or two demonstration courses of ideological and political education, and the teachers of the demonstration course can properly demonstrate the professional quality and political level of the teachers in the course department through one class. It is necessary to use innovative teaching mode and methods that students are comfortable with to guide students from professional knowledge learning to concern for the future and destiny of the country, the mission and responsibility of the medical and health cause, and the passion and dedication to the profession, so that every student can become a qualified successor of the socialist cause.

(4) To dig deeply, condense, sort out and determine ideological and political elements, cultivate students’ good psychological quality, patriotic sentiment, scientific spirit and scientific and technological ethics, and strive to form the ideological and political characteristics of basic medical courses;

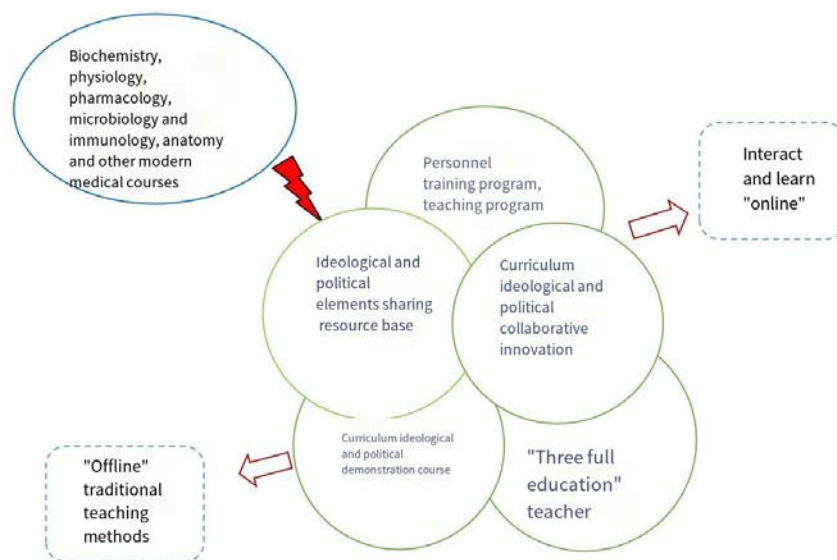


Figure 1. Ideological and Political Pattern of Offline and Online Courses

As shown in Figure 1, in basic medical courses, we are committed to digging and refining ideological and political elements in order to cultivate students’ good psychological quality, patriotic sentiment, scientific spirit and scientific and technological ethics. To this end, we emphasize the principal position of students, scientific design of teaching content, use diversified teaching methods, strengthen practical links, improve the evaluation system, and strengthen teacher training. Through the implementation of these measures, we hope to form unique ideological and political characteristics in the basic medical courses, and make contributions to the training of medical talents with noble medical ethics, profound

patriotic feelings, rigorous scientific spirit and scientific ethics. 3.2 Construction and practice of online and offline mixed teaching framework.

As shown in Figure 2, the construction of the online and offline mixed teaching framework includes: before class, students use cloud classroom, MOOC platform of Chinese university, Wisdom Tree SPOC platform and other online learning platforms to preview, and discuss with teachers through the platform, QQ and wechat. During class, on the basis of students' presentation in groups, teachers explain and comment on the text, and give individual guidance; After class, students review independently on the education platform and complete the homework assigned by the teacher.

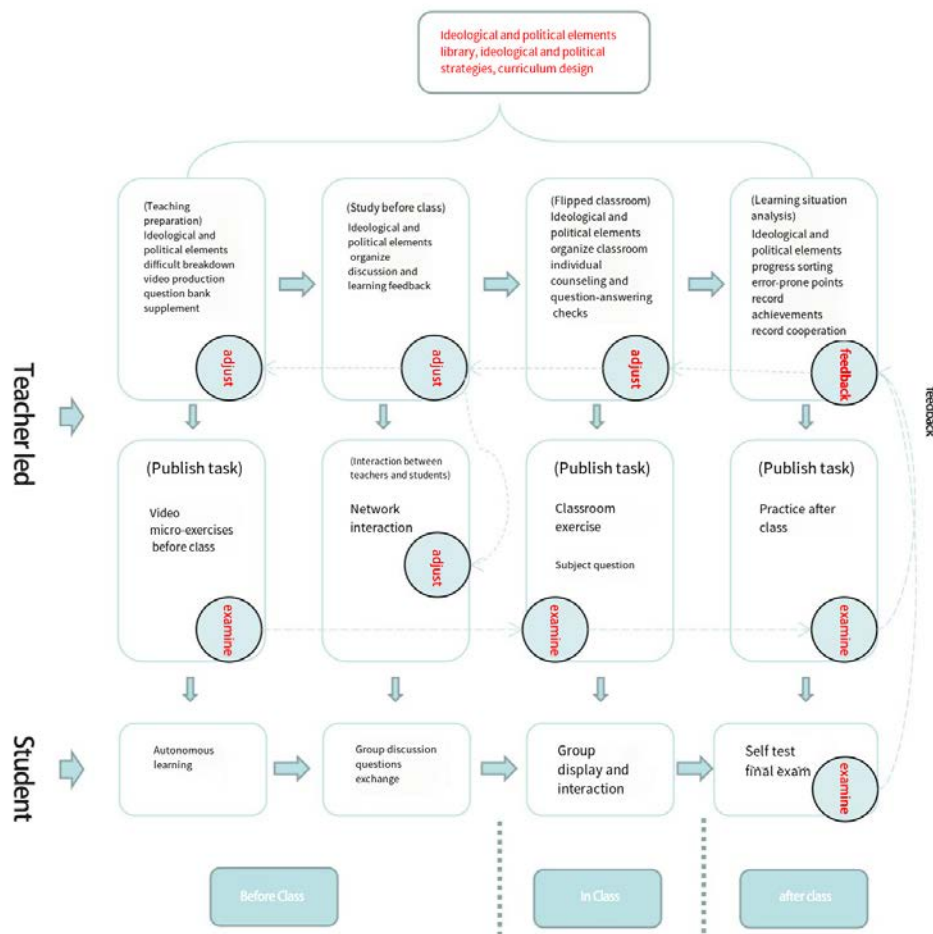


Figure 2. Mixed online and offline Teaching Framework

Before class, students can watch local videos provided by teachers on computers or mobile phones, and ask questions and communicate on the platform. In class, students are organized into small groups as a way to cultivate their teamwork spirit. Through the group format, students can help each other in the learning process, so as not to give up because they cannot complete it individually. In addition, the communication between groups can also stimulate students' competitive mentality and push them to

learn and master the knowledge and skills (Cong, Hou, Sun et al., 2021; Lu & Yang, 2015) required for each project by themselves.

Before the class, the teacher will make preparation for the teaching, which includes analyzing difficult points, recording teaching videos and arranging discussion sessions. In class, the teacher will explain the complicated problems in detail. After class, the teacher will analyze the students' learning status, including sorting out the progress and registering the scores. During each class, the teacher will assign course projects, and students can have group discussions or ask the teacher for help if they encounter difficulties in the completion process. In the course of classroom instruction, teachers can also check and ask questions of individual students, so as to help students further understand the learning content (Zhang, 2019). In addition, they can also learn about students' learning progress and difficulties.

2.3 Evaluation and Feedback of Practice Effect

Collect opinions and feedback from students and teachers, and analyze the influence of online and offline mixed teaching mode on learning effect. Through data statistics, practical effects such as the improvement of students' participation and the enhancement of knowledge mastery are demonstrated.

(1) Evaluation. Establish a formative evaluation system based on “assessment - feedback - adjustment” The teaching plan combining multiple teaching methods integrates conventional course teaching methods with case teaching, discussion teaching and other teaching methods. At the same time, diversified assessment methods such as theoretical examination, practical skill assessment, network homework, clinical case analysis and report are applied to the course teaching assessment process in stages according to the course teaching objectives. The assessment results will be timely fed back to teachers to dynamically adjust the teaching plan and establish a formative evaluation system based on “assessment - feedback - adjustment” (see Figure 3).

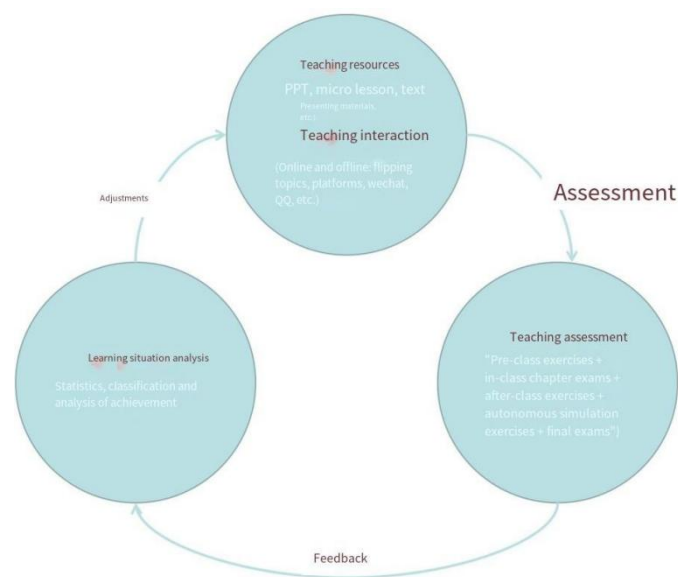


Figure 3. “Evaluation-Feedback-Adjustment” Mechanism

(2) Teaching assessment: Students are assessed through a variety of online and offline assessment forms such as “pre-class exercises + in-class chapter exams + after-class exercises + autonomous simulation exercises + final exams”

(3) Exam feedback: The exam system can also realize the statistics, classification, analysis and other work of scores. Teachers and other project instructions to statistical test scores, a variety of comparative statistics. Students can also check the test scores through any network terminal.

(4) Adjustment mechanism: The graded examination based on formative evaluation (“pre-class practice + in-class chapter examination + after-class practice + final examination “mode) comprehensively evaluates academic performance. The statistics, classification and analysis of academic performance not only helps students to pay attention to daily learning, improve learning methods and stimulate learning motivation, but also helps teachers to adjust teaching content and teaching methods in time. And strengthen the communication and contact between teachers and students. Fourth, practice effect evaluation and feedback In this study, we collected a large number of opinions and feedback from students and teachers, and analyzed the influence of online and offline mixed teaching mode on learning effect. Through this blended teaching model, we sought to create a more flexible and diversified approach to learning that would both enhance students’ engagement and enhance their mastery of knowledge.

We use questionnaires to find out what students think about this approach. Students generally said that this model improved their learning efficiency and engagement. Through online preview and review, they had more time to participate in class discussions, which gave them a deeper understanding of the course content. In addition, students also said that this mode is very beneficial (Wang, n.d.) to their learning ability.

In addition, the teachers gave feedback. “By mixing online and offline teaching models, we can better track each student’s learning progress and adjust teaching strategies in time to improve overall learning results,” they said. In addition, the teachers stressed that this mode has a great effect on improving knowledge mastery.

Based on these feedbacks, we analyzed the actual results by means of statistics. The results showed that students’ participation in class increased by 20 percent and their mastery of knowledge increased by 15 percent after adopting a mix of online and offline teaching methods. Through the analysis of these data, we can conclude that this teaching mode is effective.

In conclusion, we have successfully analyzed the influence of the mixed online and offline teaching mode on learning outcomes, which is achieved by collecting feedback from students and teachers. And through the statistics, we can clearly see the real effects (Zou, 2022) of this new model in terms of student engagement and knowledge mastery.

3. Conclusion

First of all, under the background of “curriculum ideology and politics”, ideological and political education should be integrated into the medical education classroom, cultivate the professional knowledge and professional skills of medical students, and help them establish the correct “three views”, so that students love and identify with the profession of doctors, so as to promote the development of “ideological and political courses” in colleges and universities.

Secondly, combining the advantages of online and offline learning, the use of Internet + technology can significantly improve the teaching and learning effect. Finally, the assessment mechanism of online courses should be established to stimulate students’ enthusiasm and improve teaching quality through the mode of “assessment - feedback - adjustment”.

Through the exploration and research of this project, the ideological and political thinking of the teachers’ team is cultivated, the “ideological and political elements” are integrated into the professional courses, and the mixed teaching mode of online + offline for all kinds of students in our school to learn modern medical courses is tried to be summed up, and the assessment mechanism of “assessment - feedback - adjustment” is constructed, so as to cultivate application-oriented innovative talents that meet the needs of society. After the introduction of information technology, the traditional teaching mode has been subverted, and the structure of the course content and the interaction mode between teachers and students have been optimized and reshaped, thus leading to a new teaching and learning mode.

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