Application of mixed teaching mode in practical teaching of Basic Nursing Technology

Shuiying Sun

Shandong Advanced Vocational School of Traditional Chinese Medicine, 264199, China.

Fund Project: This project is supported by the Shandong Province Vocational Education Teaching Reform Research Project Fund (fund No. 2017285)

Abstract: Purpose: Understand the application effect of mixed teaching mode in the training teaching of Basic Nursing Technology. Method: The convenience sampling method was used to select nursing students in vocational colleges in 2016. 64 students in the first training group of classes 9 and 10 of the high nursing group were used as control groups and 64 students in the first training group of classes 11 and 12 of the high nursing group were used as experiments group. The experimental courses of the experimental group were taught in a mixed mode, while the experimental courses of the control group were taught using traditional teaching methods. Random examinations were conducted on aseptic techniques, nasal feeding, intramuscular injection, intravenous infusion and other operating items to compare the actual training results of the two groups result: The experimental group's training performance was significantly higher than the control group. Students recognize the mixed teaching model. Conclusion: The mixed teaching mode applied to the training teaching of "Basic Nursing Technology" is conducive to the cultivation of students' independent learning ability, teamwork ability and hands-on ability and gives full play to students' main body status. There are still some problems in this area that need to be further improved.

Keywords: Mixed Teaching Model Basic Nursing Technology Practical Teaching

The blended teaching under the network environment combines the advantages of these two teaching modes, combining the "learning-oriented" instructional design and the "teaching-oriented" instructional design, breaking the traditional classroom teaching model At the same time, it also breaks through the limitation that traditional distance teaching cannot implement effective communication and exchange and it is a new teaching mode [1]. In order to improve the students' operation skill level, trying to use the mixed teaching mode to carry out teaching reform in the "Basic Nursing Technology" training teaching and achieved good teaching results, which are summarized below.

1. Materials and methods

1.1 General Information

The convenience sampling method was used to select 128 nursing students in the 9-12 classes of the 2016 vocational college of nursing major in our school as the research object, and they all agreed to participate in this research. Among them, 64 students in the first training group of classes 9 and 10 served as the control group, and 64 students in the first training group of classes 11 and 12 served as the experimental group. There were 120 girls and 8 boys, aged 17 to 20 (18 ± 0.86) years old. There was no statistically significant difference between the two groups of nursing students in gender, age, enrollment results and school subjects (P> 0.05) and they were comparable.
1.2 Method

1.2.1 Teaching method of control group

The control group adopted the traditional teaching method, that is, according to the training goals and requirements, the teaching method of "lecture-demonstration-exercise-guidance" was used. Steps, after the demonstration, the nursing students are divided into 10 groups, each group of 3-4 people, to practice, teachers to visit and guide, after the class, the nursing students are required to write and submit a training report. At the same time, the second classroom opens a training room. Practice on your own.

1.2.2 Experimental group teaching methods

The experimental group adopted a mixed teaching model reform. Teachers and nursing students are required to download and install the excellent course on the mobile phone and students can enter the excellent course platform of this course to learn through their student ID and password.

(1) Prepare before the training, that is, online learning. Before the lesson, the teacher records the micro video (records the entire operation into several micro videos) through the recording and broadcasting software and uploads it to the course platform. The students can watch the video operation through the mobile phone or the school network information platform and perform the operation sequencing game. Practice and complete the online test.

(2) Teaching in practice, that is, offline learning. Teachers designate students to teach (usually select the students who have mastered according to the online test results), teacher comments, demonstrate the key points, difficulties and precautions and explain common issues raised by students before class, individual guidance and then let the students divide into 10 groups of exercises, each group of 3-4 people, conduct simulation exercises under the leadership of the group leader, the teacher visits and use the mobile phone to record and give guidance for any problems. At the end of the training, send an evaluation form through the mobile phone platform for self-evaluation and group evaluation.

(3) Practice after-class activities, that is, online learning. The teacher uploads the video recorded during the lesson to the course discussion platform, guides the students to discuss, find problems and uses the second classroom to strengthen the practice, requiring the nursing students to submit operating practice videos or operating training reports in groups or individuals.

1.2.3 Evaluation method

After the course teaching, the two groups of students are randomly selected and evaluated. They mainly include aseptic technique, nasal feeding method, intramuscular injection, intravenous infusion, etc., mainly from nursing etiquette, preparation of materials, operation procedures and patient care. Evaluation of four aspects of communication, out of 100 points.

1.2.4 Statistical methods

SPSS13.0 statistical software was used to establish a database. The frequency and two-sample t-test were used for statistical analysis. The test level was $\alpha = 0.05$.

2. Results

2.1 Comparison of two groups of nursing students' assessment results

<table>
<thead>
<tr>
<th>variable</th>
<th>Aseptic technology</th>
<th>Nasal feeding</th>
<th>Intramuscular injection</th>
<th>Intravenous infusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>84.53 ± 5.56</td>
<td>85.60 ± 5.49</td>
<td>84.86 ± 5.25</td>
<td>84.53 ± 4.69</td>
</tr>
<tr>
<td>Test group</td>
<td>95.93 ± 2.25</td>
<td>94.53 ± 2.20</td>
<td>94.53 ± 1.73</td>
<td>94.53 ± 1.73</td>
</tr>
<tr>
<td>t</td>
<td>-7.35*</td>
<td>-6.00*</td>
<td>-6.58*</td>
<td>-8.01*</td>
</tr>
</tbody>
</table>

3. Discussion

3.1 Advantages of application of mixed teaching mode in Basic Nursing Technology

"Basic Nursing Technology" is a professional core course that gathers the basic theory, basic knowledge and basic skills of nursing science. It has strong practicality and operability and has a lot of knowledge points, in addition, in...
recent years, society. There is a large demand, the school continues to expand enrollment, resulting in too many classes, which brings a series of problems to classroom teaching. As a professional teacher in this course, how to organize teaching is very important. Traditional teaching methods alone cannot meet the needs of classroom teaching. In the information age, updating education concepts, applying advanced information-based teaching methods or technologies and combining traditional teaching methods, which will inevitably improve teaching results and be welcomed by nursing students. This study showed that the experimental group's aseptic technique, nasal feeding method, intramuscular injection, intravenous infusion and other training results were significantly higher than the control group, with significant statistical significance \( P = 0.00 \). The mixed teaching model gives full play to the initiative of the students. The information points are used to show students the knowledge points and skill points to be studied by video, animation, games, etc. The reform of the mixed teaching mode is a product that conforms to the times and is relatively. The teaching method is not limited by time and place, allowing nursing students to make full use of fragmented time and learn anytime, anywhere [2-5]. When the nursing students changed from wanting me to learn, the grasp of knowledge is no longer passively accepted, but actively explored and constructed, which is conducive to the grasp of knowledge.

3.2 Problems

Although the mixed teaching model has achieved some results in the practical teaching of "Basic Nursing Technology", there are still some problems in the specific implementation process. For example, the school's free network has not yet fully covered the campus and there are many students. The platform has a slow Internet speed, a card or a login failure; the platform platform skill points need to be detailed and fragmented to facilitate students' grasp; selecting students for the entire demonstration operation in the course is difficult for the nursing students. The key stage teaching effect is better and needs to be further improved in the future to promote the application of mixed teaching mode in the teaching of nursing specialty courses.

References