

Discussion on the Implementation of Flipped Class in Internal Medicine Teaching of Chinese Medicine Under Mobile Internet Mode

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Abstract: With the rapid development of science today, the speed of the teaching of internal medicine in Chinese medicine has also been advancing with it. Many changes have taken place in the teaching of internal medicine in Chinese medicine under the Internet mode. Integrating the flipped class into the teaching of internal medicine of Chinese medicine can improve the teaching effect and the learning efficiency of students. This article mainly discusses and studies the effects of integrating the flipped class into the teaching of Chinese internal medicine under the Internet mode. The popularization and development of the Internet makes it difficult for the traditional education and teaching model to satisfy the current teaching model. The emergence of flipped classes can enable TCM internal medicine teaching to find a new innovation under the Internet mode. The implementation of flipped classes can greatly improve the quality of teachers' teaching and stimulate students' interest in learning.

Keywords: Internet Mode; Internal Medicine Teaching of Chinese Medicine; Flipped Class

1. Overview of flipped class

Flipped class, also known as “upside-down class”, is to change the traditional teaching process with teachers' lectures and students' passive listening as the main mode of teaching, changing to being student-led. Before class, through watching video lectures, reading books, reading e-books, and other methods of discussion by classmates carry out independent learning. Teachers no longer occupy class time to systematically teach book knowledge. Classes become a place for interaction between teachers and students, and between students and students, including exchange of views, answering questions, questioning, and discussion. Complete studies, etc., so as to achieve better educational results. In the teaching mode of the mobile Internet, teachers can show students a variety of learning resources through the Internet, requiring students to study carefully, allowing students to find relevant materials, learn textbook knowledge, and watch teaching videos before class to achieve pre-class preview. Analyze and discuss the doubtful places, and then complete the course requirements under the teacher's explanation and guidance. This teaching mode not only enhances the communication between teachers and students, but also improves students' interest and efficiency in learning.

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2. Strategies to integrate into the flipped class

2.1 Teachers use resources in the mobile Internet to make videos

First of all, because the level of theoretical knowledge mastered by each student is uneven, in order to implement teaching in accordance with their aptitude, teachers must have a certain understanding of the actual situation of each student. Therefore, when selecting teaching videos on the Internet, different videos should be made for students with different knowledge levels, and targeted flipped class teaching should be done according to the new course learning, and targeted teaching. Teachers guide students to conduct in-depth discussion and analysis of internal Chinese medicine diseases. For example, teachers intend to increase students' curiosity when making videos, create simulated teaching situations based on the curriculum, focus on teaching knowledge, and simulate the process of real dialectical selection of prescriptions, so that students can be taught how to dialectical treatment. Teaching in the mobile Internet mode is also a test for teachers' teaching ability. To select videos and edit them to complete, teachers need to have certain skills in making videos. In order to understand students' viewing habits of instructional videos, teachers can put the produced videos on the school's Internet website for students to watch and make comments and suggestions on the teacher's videos, so that teachers can make corrections based on students' opinions and achieve expectations watch the learning effect. In the school's teaching website, you can create a web page to set up exercises about the learning knowledge points of this video. The main purpose is to help students consolidate their knowledge, so the set of questions should not be too complicated. This can enable students to consolidate and absorb the knowledge in the video in time after watching the video, and achieve the teaching requirement of getting twice the result with half the effort.

2.2 Three steps in the class

Traditional Chinese medicine is a difficult course in higher TCM colleges and universities. In the past teaching and practice, it has been observed that traditional Chinese medicine teaching methods still have more room for improvement in teaching efficiency. Students are actively learning new knowledge. The initiative is poor. In clinical practice, there is a disconnect between theory and practice. Therefore, it is necessary to introduce new teaching methods to improve it. First, help students to systematically learn and think about the history of the disease, etiology and pathogenesis, diagnosis and differential diagnosis, syndrome differentiation and treatment, clinical essentials, prevention and care through the Internet, combined with the current progress in the diagnosis and treatment of the disease, to provide students with a comprehensive understanding of the disease. Knowledge of internal medicine. Teachers can use the Internet to display situational teaching, teach according to relevant cases during the teaching process, and make appropriate videos to show the doctor's diagnosis and treatment process of patients, and upload them on the campus shared Internet platform for students to download and learn. For example, teachers can show the clinical symptoms and signs of patients with asthma syndrome, such as coughing, wheezing, phlegm in the throat, dyspnea, thoracic bulge, and three-concave sign in the video, and show the comparison between the patient's condition after treatment and before treatment. So as to make students interested in learning. Secondly, through the Internet, class interaction can be conducted between students and students, students and teachers. This process enables teachers and students to communicate with each other, correctly and effectively explain and discuss students' questionable questions, and then according to the questions and questions raised by students The viewpoint summarizes the key points and difficulties of this teaching. The teacher can put forward guiding opinions and suggestions to the students, and then the students can follow the suggestions given by the teacher for further learning. Under the flipped class teaching model, students have different tasks before and after class. The class can also analyze the learning effect of students based on the big data provided by information technology, and then formulate different tasks according to the different situations of each student in this way to realize teaching students in accordance with their aptitude. After the students have completed the tasks, the teachers will evaluate the students' learning effects and realize a truly personalized education.

3. The use of flipped classes in the teaching of Chinese internal medicine

The teaching of internal medicine of Chinese medicine is a comprehensive subject. In actual teaching work, it is necessary to use multi-disciplinary knowledge and related theories of basic courses. The wide range of teaching content and diverse teaching conditions in TCM internal medicine can increase the difficulty of understanding and learning for students. However, the development of flipped class can improve teachers' class efficiency and students' academic performance. For a huge change in teaching methods, flipped classes have broken the traditional teaching time and geographical limitations. Students can use their spare time to study, which can improve Teaching efficiency can also ensure the learning effect of students. Another very important aspect is that students can learn according to their own learning habits and learning ability, and learn according to their own learning rhythm. Students will not have too much pressure, and they can also experience a sense of accomplishment from learning. Enhance your self-confidence and motivation to learn.

TCM internal medicine is a discipline that uses TCM theories to elaborate on the etiology, pathogenesis, syndrome differentiation, prevention and rehabilitation of the main internal diseases. Under the Internet model, changes in class methods diversify the transfer of knowledge, enable students to think actively, improve clinical thinking skills, and help master the main knowledge system of Chinese medicine internal medicine. In the teaching process, practical problems are the guide, the basic theoretical knowledge is combined with practical application flexibly and organically, so that the theory can be integrated with practice and the knowledge can be applied. In the traditional teaching model, the theoretical teaching time of teachers' lectures in school is limited, which limits the effective communication between teachers and students, while flipped classes can learn in the class according to the task requirements of the teaching design, which reduces This reduces the teaching burden of teachers; for students, there is a three-step flipped class teaching model before class, during class, after class, and can enable them to allocate learning time and grasp learning progress based on their learning interests and specific conditions.

4. Conclusion

The combination of the flipped class and the Internet model is the current trend of teaching development. This teaching method can perfectly combine teaching and information technology. It not only allows students majoring in Chinese medicine internal medicine to learn solid theoretical knowledge, but also realizes the integration of theory and practice. Combine. In medicine, this is an effective model that conforms to the characteristics of clinical practice teaching in TCM internal medicine, and it is also a useful exploration of clinical practice teaching reform in TCM internal medicine. A bridge is built between the theoretical research of talent training and clinical practice, which effectively improves the theoretical ability and practical level of medical students. The combination of flipped teaching and Internet mode is a beneficial mode with the characteristics of clinical practice teaching of Chinese medicine internal medicine, and it is also a beneficial reform of Chinese medicine practice teaching.

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