The innovative path of community health service curriculum construction under SPOC mixed teaching mode

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Abstract: SPOC mixed teaching model is a relatively innovative model. This paper introduces the concept and characteristics of SPOC mixed teaching model, expounds the teaching process of community health service curriculum construction under this model, and finally puts forward the innovative path of community health service curriculum construction under this model.

Key words: SPOC mixed teaching mode; Community health service; Innovation paths

I. Definition and characteristics of SPOC mixed teaching mode

small private online courses (SPOC) is a teaching mode that combines Internet teaching means with traditional classes, focuses on students' independent discussion, and teachers play an assisting and guiding role. Spoc is a kind of teaching mode, which includes students' independent online preview, teachers' offline teaching of key and difficult knowledge, students' independent offline discussion, teachers' online question-answering after class, unit tests and other teaching links. Exploring the application of SPOC-based teaching mode in community health service teaching is helpful to improve students' learning enthusiasm, improve students' ability to solve practical problems by using theoretical knowledge, and improve the teaching quality of community health service courses.

The mixed teaching mode based on SPOC integrates digital learning with traditional teaching methods, and has outstanding advantages in cultivating students' autonomous learning ability, innovation ability and practical ability, which coincides with the teaching goal of community health service with strong practical attributes. This paper expounds the concrete application of the SPOC teaching mode in community health service curriculum by constructing the teaching model of "pre-class preview, classroom practice and after-class review".

1. The definition of SPOC mixed teaching mode

The so-called Blending Learning means to combine the advantages of traditional learning methods with those of e-Learning (i.e., digital or networked learning), and not only to give full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, At the same time, it should fully reflect the initiative, enthusiasm and creativity of students as the subject of the learning process

2. The characteristics of SPOC mixed teaching mode

(1) Integration of online and offline. This model combines online learning with offline learning and makes full use of the advantages of Internet technology. Students can learn independently through online platforms (such as MOOC). At the same time, they also need to participate in offline practical activities and classroom interaction, which can help students consolidate what they have learned and cultivate practical ability. At the same time, they can also communicate with teachers and classmates face-to-face and give feedback

(2) It has diversified learning resources. Moocs provide a large number of learning resources, including instructional videos, courseware, assignments, etc. Through MOOCs, students can choose learning content according to their own learning progress and interests, and study independently.

(3) It is about personalized learning. The combination of MOOCs and SPOCs allows students to learn according to their own learning characteristics and schedules. Students can choose their own learning materials and learning methods according to their own progress and time, which improves the individuation and flexibility of learning.

(4) It is a change in the role of teachers. In the mixed teaching mode of online, online and offline, the role of teachers has changed from the traditional knowledge impostor to the instructor and facilitator of learning. Teachers need to design appropriate learning activities and tasks according to the learning situation and needs of students, guide students to independent learning, and provide timely feedback and support.

(5) Diversity of learning assessment methods. Mixed online and offline teaching models usually use a variety of assessment methods, including online homework, exams, project practice and so on. Through these assessment methods, teachers can conduct a comprehensive assessment of students' learning and adjust teaching strategies in time to improve learning results.

II. Teaching process of community health service based on SPOC

1. Preliminary preparation

Before class: Integrate open online course resources and reconstruct personalized knowledge

Before class, the teacher published the preview task in the SPOC course on the MOOC platform of Chinese universities, introduced the course video and questions (input the preview content before class), and let the students participate in the discussion.

(1) Select MOOC courses and create synchronous SPOC

(2) Create associated MOOCs, design and prepare course content

After creating a synchronous SPOC course, a MOOC associated with this SPOC course was created for blended teaching management.

Students are allowed to study independently through the MOOC platform of Chinese universities, and teachers can see the learning effect of students in real time, give feedback in time, and adjust the teaching content and strategies. In order to improve the concentration of learning in class and activate the classroom atmosphere, we enter the background of MOOC class before class, design the classroom interaction in advance by creating the lesson preparation function, add a series of in-class activities including announcement, discussion, test, etc. After the lesson preparation is completed, it can be released at any time in class, and realize the high-frequency interaction between teachers and students and students more conveniently and quickly.

(3) Students start online independent learning before class

2. Teaching process

SPOC (Small Private Online Course) It is usually only available to a small number of students and usually has a higher level of interactive and personalized teaching. In the teaching process of community health services, SPOC can provide the following teaching methods:

Theoretical teaching: Teachers can explain the basic concepts, theories and practical methods of community health service through the SPOC platform, so that students can have a comprehensive understanding of community health service.

Case teaching: Teachers can use the SPOC platform to share real community health service cases and guide students to analyze and solve problems. Students can communicate and discuss with other students by expressing their views and opinions on the discussion board.

Interactive teaching: Teachers can make use of the interactive function of the SPOC platform to organize students to have group discussions, online quizzes and practical activities, etc., to enhance cooperation and communication among students.

Practical teaching: Teachers can arrange practical courses so that students can learn how to carry out community health services in practice, such as organizing free clinics, health lectures, health check-ups and other activities.

Feedback teaching: Teachers can make use of the feedback function of the SPOC platform to learn about students' learning situation and problems in a timely manner and provide personalized guidance and suggestions to students.

Through the above teaching methods, SPOC can provide more personalized and interactive community health service teaching, help students better master knowledge and skills, and improve their practical ability and comprehensive quality.

3. Summary of teaching

Through this series of teaching process, we have reached the following summary:

(1) Achievement of teaching goal: Our teaching goal is to successfully help students master the basic theory and practical skills of community health service. Through the SPOC platform, we have successfully achieved this goal, and the vast majority of students have demonstrated a deep understanding and effective application of the course content.

(2) Completion of teaching content: Our teaching content covers all aspects of community health services, including concept understanding, skill training and practical activities. Through the SPOC platform, we have successfully completed the teaching of these contents, and students have gained something in every learning link.

(3) Effectiveness of teaching methods: In the teaching process of community health service based on SPOC, we have adopted a variety of teaching methods, including theoretical teaching, case teaching, interactive teaching and practical teaching. The effectiveness of these methods has been fully verified, and students have given positive feedback on the application and effect of these methods.

(4) Student engagement: On the SPOC platform, students' engagement is high, they actively speak in discussion boards, participate in online quizzes and practical activities. This high level of engagement shows students' interest and engagement in the content of the course.

(5) Assessment of teaching quality: We assessed the quality of teaching through online quizzes, student feedback and practical activities. The evaluation results show that our teaching quality is high, and students give positive feedback on teachers' teaching methods and course content.

(6) Feedback and improvement measures: At the end of the course, we received feedback from the students, including suggestions for the course content and comments on the teaching methods. Based on these feedbacks, we plan to further improve and perfect our teaching methods and course contents in future teaching.

(7) Reflect and look to the future: Through the teaching process of community health services based on SPOC, we have successfully helped students master the basic theoretical and practical skills of community health services. We will continue to reflect on our teaching process in order to further improve the quality of our teaching in the future. At the same time, we also look forward to further expanding and deepening our community health service teaching in the future to better serve the community and students.

In our future work, we will continue to leverage the strengths of the SPOC platform to provide more innovative and personalized teaching methods. For example, we can introduce more case studies to enable students to learn and master problem-solving methods in practice; We can also strengthen practical teaching and organize more practical activities so that students can enhance their skills and abilities in practical operations.

In addition, we will also pay more attention to students' feedback and constantly optimize our teaching content and methods. For example, we can adjust the difficulty and depth of the course content based on students' feedback, so that the course can better meet students' actual needs; We can also constantly improve our teaching methods to make teaching more interactive and effective.

III. The innovative path of SPOC's blended teaching model in the community health service

curriculum

In the community health service course, SPOC's blended teaching model can be realized through the following innovative paths:

1. Combination of online and offline teaching: SPOC platform can provide online teaching videos, discussion boards, online quizzes and other functions, and can also combine offline practical activities, such as group discussion, role play, case analysis and so on. This combination of online and offline teaching can enable students to master the knowledge and skills of community health service more comprehensively and deeply in the learning process.

2. Combination of personalized teaching and collective teaching: The SPOC platform can provide students with personalized learning experience, and each student can learn independently according to their own learning progress and interests. At the same time, group teaching can also be carried out, allowing students to discuss, communicate and practice under the guidance of teachers. This combination of individualized teaching and group teaching can better meet students' learning needs and improve teaching quality.

3. Combination of theoretical knowledge and practical application: Community health service courses require students to master certain theoretical knowledge, but also require students to apply these theoretical knowledge to practice. SPOC platform can provide students with online learning of theoretical knowledge, and at the same time, it can also allow students to apply theoretical knowledge to practical situations through practical activities, so as to better understand and master the relevant knowledge and skills of community health service.

4. Combination of course design and career development: The design of community health service courses should be closely integrated with career development to lay a foundation for students' future career development. The SPOC platform can provide students with relevant career development guidance and advice, while it can also further promote students' career development by cooperating with relevant institutions to provide students with internship and employment opportunities.

5. Combination of comprehensive evaluation and continuous improvement: The SPOC platform can provide comprehensive evaluation for students, including online quizzes, homework evaluations, and performance in discussion boards. At the same time, it can also improve and optimize the community health service courses through continuous improvement measures to improve the teaching quality and students' learning effect.

The innovative path of SPOC's blended teaching model in community health service courses can be realized through the combination of online and offline teaching, the combination of personalized teaching and collective teaching, the combination of theoretical knowledge and practical application, the combination of course design and career development, and the combination of comprehensive evaluation and continuous improvement. These innovative paths can provide students with a more comprehensive and in-depth learning experience, improve teaching quality and students' learning effect.

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