

# Practical research on online and offline mixed teaching mode of “Fundamentals of nursing”

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**Abstract:** Fundamentals of nursing is one of the required professional core courses in the curriculum system of nursing major in higher vocational colleges, and its teaching effect directly affects the quality of nursing talent training. Under the background of educational formalization, the practical application of online and offline mixed teaching mode has become the focus of Higher Vocational Colleges' work at this stage. The continuous application of online and offline mixed teaching mode in the teaching process of “Fundamentals of nursing” is not only conducive to the cultivation of students' autonomous learning ability, but also can effectively promote the realization of the teaching reform goal of “Fundamentals of nursing” as soon as possible. Based on the brief description of the connotation of online and offline mixed teaching mode and the importance and feasibility of its application in the teaching of fundamentals of nursing, this paper focuses on the specific implementation process of online and offline mixed teaching mode, in order to comprehensively improve the teaching quality and promote the long-term development of the course of Fundamentals of nursing.

**Key words:** Fundamentals of nursing; Online and offline mixed teaching mode; Practice; summary

## introduction

The ultimate goal of the teaching of fundamentals of nursing is to cultivate more compound skilled talents who are familiar with the professional knowledge of nursing and have a variety of nursing skills for the society and the country as much as possible. At the same time, the focus of the teaching will also be on improving students' ability to analyze and solve problems independently. In the traditional classroom, influenced by the teaching conditions and ideas, teachers blindly adopt the full classroom teaching method, and students only passively accept knowledge, and often do not really participate in the classroom, which ultimately leads to unsatisfactory teaching effect and greatly reduced talent cultivation. At this time, under the background of educational formalization, the emergence of online and offline mixed teaching mode fundamentally breaks the disadvantages of traditional teaching mode, and brings more fresh and unique learning experience and feelings to students by truly leading them into autonomous learning, cooperative learning and discovery learning.

## 1. Connotation of online and offline mixed teaching mode

As for the definition of online and offline mixed teaching mode, different scholars have given different answers, which have different perspectives and different research contents. However, they have one thing in common, that is, these scholars generally believe that online and offline mixed teaching is an effective supplement to the traditional teaching mode, and the advantages of the two complement each other, We are jointly committed to the cultivation of students' autonomous learning ability and the improvement of the overall teaching quality, so as to promote learners to achieve the best learning effect. The connotation of online and offline mixed teaching mode is rich. It not only refers to the integration of traditional learning methods and modern learning methods, but also includes the mixing of educational theory, teaching design, teaching media and other teaching elements. Only by optimizing and reorganizing all the teaching elements can we improve students' learning quality to the greatest extent. In reality, many higher vocational colleges have adopted this teaching mode and achieved good results. Among them, teachers have used smart teaching tools with characteristics such as micro class, flipped class and rain class. The online teaching resources mainly come from MOOC. More importantly, the online and offline mixed teaching mode can accommodate a variety of teaching modes, thus helping to build an efficient classroom.

## 2. The importance and feasibility analysis of the application of online and offline mixed teaching mode in basic nursing

### 2.1 Importance

First, it is flexible. On the one hand, the online and offline mixed teaching mode can help teachers achieve targeted and personalized teaching purposes, and is conducive to the special training of students, which has a positive effect on the improvement of their comprehensive quality. On the other hand, in the process of implementing targeted teaching, it can also help teachers and students find their own shortcomings and advantages in time, which is of great benefit to the improvement of teachers' teaching quality and students' learning efficiency. Secondly, highlight the dominant position of students. In the traditional classroom, students may be passive recipients of knowledge from beginning to end, and teachers are active guides in the whole teaching process. Although this traditional teaching mode may enable students to learn more theoretical knowledge, it does not significantly improve students' nursing skills and comprehensive quality, which leads to unsatisfactory teaching results. At this time, with the continuous maturity of the online and offline mixed teaching mode in

the teaching application of “Fundamentals of nursing”, the dominant position of students is fully displayed. In the whole learning process, students, as active participants in knowledge acquisition, will more actively explore and study their unknown knowledge, which will have a positive effect on the improvement of students’ comprehensive quality and learning quality.

## **2.2 Feasibility**

“Fundamentals of nursing” has obvious practical and comprehensive characteristics. It mainly studies the theory of natural science and social science, and deeply explores the knowledge and practice of nursing theory, knowledge and skills to maintain, promote and restore human health. No matter in the process of teaching or in the process of practical application of knowledge in the future, “Fundamentals of nursing” has high requirements for students’ practical skills and clinical thinking ability. If teachers still use a single teaching method, they may guide students to master basic knowledge and practical skills more solidly, but the cultivation of students’ clinical thinking ability is relatively lack, which leads to their lack of learning motivation and motivation, and directly affects the learning effect. At this time, with the application of online and offline mixed teaching mode, teachers can fundamentally make up for the shortcomings of the traditional teaching mode by relying on various forms and rich content of teaching methods, such as case teaching method, task driven method, group discussion method, PBL teaching method, flipped classroom, etc., and fully mobilize the enthusiasm of students’ learning. Therefore, the application of online and offline mixed teaching mode in the course of “Fundamentals of nursing” is feasible.

## **3. The specific implementation process of the application of online and offline mixed teaching mode in basic nursing**

### **3.1 Are Class Autonomous Learning**

Are class autonomous learning is one of the key links in the overall teaching process of fundamentals of nursing. At this stage, teachers can lay a solid foundation for the next learning and teaching by releasing tasks online combined with the flipped classroom, and help improve the overall teaching quality. Before class, with the effective assistance of information technology, the goal of teachers’ full lesson preparation can be realized. In the process of preparing lessons, teachers should first clarify the teaching difficulties and objectives of this lesson, and widely collect teaching methods more suitable for the course of “Fundamentals of nursing”. After that, through the smart vocational education cloud classroom, teachers can publish the prepared PPT, lesson plans and key and difficult points on the online platform, which can be downloaded by students themselves. Students can initially understand the key and difficult points of this lesson through mobile phones, tablet computers and other terminals, and use the online platform to carry out micro lesson self-study to complete the ore class self-study tasks and test questions assigned by teachers, Guide most students to enter the active learning and research state in advance, and lay a solid foundation for further study. In the process of students’ self-study, teachers can monitor the learning situation of nursing students in real time through the online network platform, track their learning progress, and more importantly, they can communicate and interact with nursing students in time to understand their problems and puzzles in learning, so as to provide a solid guarantee for the improvement of their learning quality.

Before class, in order to guide nursing students to go deep into the clinical front-line practical learning and really exercise their practical skills, under the guidance of clinical tutors, nursing students can directly go to the front-line for clinical observation and complete the learning task list issued by teachers. With the help of ore class excellent individual homework selection activities, we can maximize the enthusiasm and initiative of students’ autonomous learning. At the same time, we can guide students to complete ore class tasks and cultivate their team cooperation ability.

For example, when teaching “disease observation and nursing knowledge of critically ill patients”, this link requires students to master practical cardiopulmonary resuscitation technology. Before class, the teacher can make and edit the relevant technical operation video, and then upload it to the network platform. The students can practice the relevant technology while learning the video content. Finally, teachers can focus on explaining and asking questions about specific problems, such as the causes of cardiac arrest, first aid measures and other important and difficult knowledge, and guide students to effectively integrate the learned and unlearned knowledge to find answers, so as to achieve the purpose of in-depth teaching.

### **3.2 Effective import in class**

Usually, this link is mainly completed in the classroom. In case of special circumstances, online teaching will be carried out directly relying on the network platform. Taking online teaching as an example, teachers can use superstar learning link or other learning platforms to complete the tasks of classroom check-in, answering, discussion, testing and selection, so as to fully mobilize the enthusiasm of nursing students’ classroom learning. When in the classroom, teachers can introduce the flipped classroom teaching mode, and take this as an opportunity to guide students to report the results of classroom groups. Through students’ reporting results, teachers can timely understand the ore class preparation of each student, and truly create a positive, relaxed and comfortable classroom atmosphere for students through mutual comments by nursing students, comments by teachers, key points of teaching and other forms, so as to create a teaching environment

of interactive teaching and combination of learning and thinking. Of course, in addition to the online and offline mixed teaching mode, teachers can also introduce multiple teaching modes such as PBL, CBL, simulated situations, and organizational projects to promote the vivid, vivid, and concrete presentation of abstract and difficult to understand knowledge, promote the effective integration of theory and practice, and further cultivate nursing students' professional cognition and professional quality. In order to make the teaching effect more prominent.

Taking the creation of situational input as an example, teachers can use real cases to fully mobilize students' interest and enthusiasm in learning, such as "one day, in the hospital, when you found a patient suddenly fell down, what would you do?" At the same time, combined with all kinds of real positive and negative news materials, guide students to express their views on a certain type of specific problems, effectively let them understand the importance of mastering emergency nursing knowledge and skills, and truly let the correct emergency consciousness take root in students' hearts. After that, taking the specific cases in the situation as the main line, the teacher asked the students to simulate their roles in the classroom and show them one by one in the form of groups. The teacher can give timely and procedural comments according to the students' performance. In addition, in the process of classroom introduction, teachers should also use a series of problems as a series to trigger students' in-depth thinking, exercise their divergent thinking, and believe that it can play a positive role in the training of students' clinical nursing ability and innovative thinking.

### 3.3 Consolidation and expansion after class

Online: teachers can assign homework, optimize teaching plans and improve teaching strategies through the learning platform. After students log in to the online learning platform, on the basis of effective integration of various information resources, they complete their homework and tasks through the cooperation of teachers and students, and finally submit the task results and assignments to the assignment module of the cloud classroom. The evaluation results are given by teachers, students, cooperative enterprises and parents. At the same time, local teachers who are puzzled by nursing students should actively answer questions online, and then report the completion of the students' homework to the school. From the perspective of students, the introduction of online learning platform is conducive to their real-time recording of their feelings and experiences in the whole learning process, including their real feelings, gains and understandings in the process of autonomous learning, clinical practice and so on. In addition, with the effective assistance of virtual simulation system, students' theoretical knowledge can be effectively practiced, which helps to promote the flexible transformation of nursing students' theoretical knowledge to practical ability. For example, in the process of assigning after-school tasks, teachers can assign students similar topics worthy of further study, such as "the latest research progress in the evaluation and nursing of vital signs". On the one hand, the form and content of similar assignments meet the learning needs of higher vocational students, and on the other hand, they meet the needs of the long-term development of the basic nursing course. Students complete the tasks of literature collection, thesis writing and clinical research results exploration in the form of groups or individuals, and truly create favorable conditions for them to learn to stimulate their initiative and cultivate comprehensive nursing skills.

Offline: give full play to the advantages of the clinical tutorial system. After completing the course learning tasks, nursing students will enter the clinical observation and study again. Through the practice of early clinical, multi clinical and repeated clinical, further strengthen the training effect of nursing students' theoretical knowledge memory, professional skills and professional quality, so as to promote the comprehensive ability of nursing students to be significantly improved.

## 4. Thinking and experience of the application of online and offline mixed teaching mode in the course of fundamentals of nursing

Under the background of education formalization, the online and offline mixed teaching mode has become one of the most attractive and novel teaching modes. With the increasing popularity of the network, online learning and autonomous learning have been imperceptibly integrated into every link of the teaching and learning of "Fundamentals of nursing" in higher vocational colleges, And gradually get the attention and recognition of the majority of teachers and students. In view of the fact that the course of "Fundamentals of nursing" has more obscure knowledge and higher requirements for students' practical ability, starting from the actual situation of the course and students, the three stages before, during and after class are taken as the learning ladder, and the online + offline two ways are taken as the teaching means, which can truly realize the close connection between theoretical knowledge and clinical practice. Finally, there is no doubt that the online and offline mixed teaching mode also has a certain promotion and application value in other professional courses in higher vocational colleges.

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